



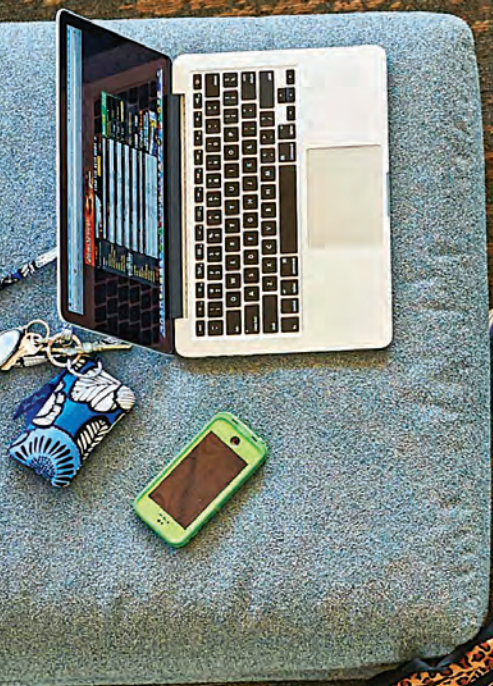
MCKENDREE UNIVERSITY

MAKE YOUR MARK

2016 / 2017

UNDERGRADUATE CATALOG

2016 / 2017
UNDERGRADUATE
CATALOG



On the cover:

**MCKENDREE
UNIVERSITY MACE**

The tradition of the academic mace dates from the late 14th century when two ancient instruments, the royal sceptre and the battle mace, were combined to form a symbol of the authority of the leader of a university. Noblemen carried the battle mace as weapon and as a staff of command.

Today the academic mace indicates that the president of a university or college is the embodiment of the power, authority, autonomy, and sovereignty of the institution. The McKendree mace was fashioned from a white oak tree planted near Wildy Hall at a time near the founding of the college in 1828. The tree was felled in 2004 by a summer storm, and the McKendree Board of Trustees, in recognition of the tenth anniversary of the presidency of Dr. James M. Dennis, commissioned the creation of the McKendree mace.

The images represented on the mace are 1828, the year of McKendree's founding, a likeness of Bishop William McKendree, the Lamp of Knowledge, Bothwell Chapel, the symbol of the United Methodist Church, and the seal of the University.

701 College Road
Lebanon, IL 62254
618-537-4481
1-800-BEARCAT
www.mckendree.edu



MCKENDREE
UNIVERSITY



McKendree University 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 University 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 University's address or telephone (618) 537-6533. Services of the substance abuse prevention program administered by the Athletic Department are available to all officers, employees, and students of McKendree University. McKendree University is authorized under Federal Law to enroll nonimmigrant alien students.

McKendree University supports the "8 Keys and the Principles of Excellence for Serving Veterans" (US Department of Education).

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.

Accreditations

Higher Learning Commission

230 South LaSalle St.
Suite 7-500
Chicago, IL 60604-1413
800-621-7440

Commission on Accreditation of Athletic Training Education (CAATE)

2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664
512-733-9700

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle NW
Suite 530
Washington, DC 20036
202-887-6791

International Assembly for Collegiate Business Education (IACBE)

P.O. Box 3960
Olathe, KS 66063
913-631-3009

Approvals and Licenses

Illinois Board of Higher Education

431 East Adams
2nd Floor
Springfield, IL 62701-1404
217-782-2551

Illinois Department of Veterans' Affairs

833 South Spring Street
P.O. Box 19432
Springfield, IL 62794-9432
217-782-6641

Illinois State Board of Education

100 N. 1st Street
Springfield, IL 62777
866-262-6663

Kentucky Approving Agency for Veterans' Education

300 North Main Street
Versailles, KY 40383
859-256-3235

Kentucky Council on Postsecondary Education

1024 Capital Center Drive
Suite 320
Frankfort, KY 40601
502-573-1555

Memberships

American Association of Colleges for Teacher Education (AACTE)

American Association of Colleges of Nursing (AACN)

American Council on Education (ACE)

Associated Colleges of Illinois (ACI)

Association for Black Culture Centers (ABCC)

Association for the Assessment of Learning in Higher Education (AALHE)

Association of American Colleges and Universities (AAC&U)

Council for the Advancement and Support of Education (CASE)

Council of Independent Colleges (CIC)

Federation of Independent Illinois Colleges and Universities (FIICU)

Fulbright Association

Illinois Association for Teacher Education in Private Colleges (IATEPC)

Illinois Campus Compact (ILCC)

Illinois Virtual Campus

Kentucky Virtual Campus

National Association of Fellowships Advisors (NAFA)

National Association of Independent Colleges and Universities (NAICU)

National Association of Schools and Colleges of the United Methodist Church (NASCUMC)

National League for Nursing (NLN)

President's Alliance for Excellence in Student Learning and Accountability

United States Institute for Theatre Technology (USITT)

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

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. To the athletic program, the university has added ice hockey, wrestling, and bowling. McKendree's athletic program boasts Coach Harry Statham, the most successful coach in the history of four-year men's college basketball.

An enhanced academic reputation for the university has accompanied its growth. The university has become more highly selective, attracting more academically talented students, and the student body is more diverse.

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 university environment. The Russel E. and Fern M. Hettenhausen Center for the Arts known as the "Hett" is home to the music and theatre departments. It offers the campus community a state-of-the-art facility in which to enjoy a wide variety of performances and special events. McKendree opened "1828," a restaurant/café to serve commuter students, evening students, and the campus community. In 2011 two new residence halls were constructed to better serve a growing residential student population.



LEBANON CAMPUS ACADEMIC CALENDAR 2016 / 2017

Fall 2016

AUG	24-28	WED-SUN	New Student Orientation – All Lebanon Campus First-Year students must attend.
	29	MON	Fall semester classes begin on Lebanon campus
SEPT	5	MON	Labor Day; no classes on Lebanon campus nor on off-campus centers (Saturday classes will meet on Saturday.)
OCT	20	THUR	1st half semester ends
	21	FRI	Fall Break; no classes on Lebanon campus
	24	MON	2nd half semester begins
NOV	23-27	WED-SUN	Thanksgiving Holiday; no classes on Lebanon campus
DEC	9	FRI	Last day of fall semester classes
	12	MON	Final examination period begins
	15	THU	Final examination period ends

Spring 2017

JAN	17	TUE	Spring semester classes begin on campus
MAR	10	FRI	1st half semester ends
	11	SAT	Spring recess begins, 10:00 p.m.
	19	MON	Spring recess ends, 8:00 a.m. (Saturday classes meet on Saturday.)
	20	MON	2nd half semester begins
	25	FRI	Good Friday – no classes on Lebanon campus
APRIL	27	THU	Academic Excellence Celebration
MAY	5	FRI	Last day of spring semester classes
	8	MON	Final examination period begins
	11	THU	Final examination period ends
	12	FRI	Senior Farewell Service
	13	SAT	Commencement



A LETTER FROM THE PRESIDENT

Congratulations on your decision to enroll at McKendree University.

Our faculty and staff are here to help you create your own, unique McKendree Experience. Our Mission Statement calls for providing excellent students with a broad-based, liberal arts education that will help you develop the critical thinking, leadership, problem-solving, and communication skills necessary to succeed in today's world. While you will shape your time and experiences here, the values of our Mission are integral to each student's McKendree Experience.



This catalog is designed to effectively communicate an enormous amount of information about our courses of study, policies, and procedures. It is an excellent reference that will help you maximize your time here. If you have any questions or concerns, please feel free to ask any member of our faculty or staff for help.

We are pleased that you have chosen to study here, and are ready to support and inspire you on your journey. Welcome, and best wishes for a successful McKendree Experience.

Sincerely,

James M. Dennis
President • McKendree University

What McKendree University Offers

Conscious of a rich past, McKendree is prepared for a challenging future. The university takes seriously its responsibility as a comprehensive university 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 over 45 undergraduate academic majors and nine graduate programs leading to six degrees, including the EdD, EdS, MAED, MSN, MAPC, and MBA, along with numerous academic and career-related support services designed to enrich each student's learning experience.

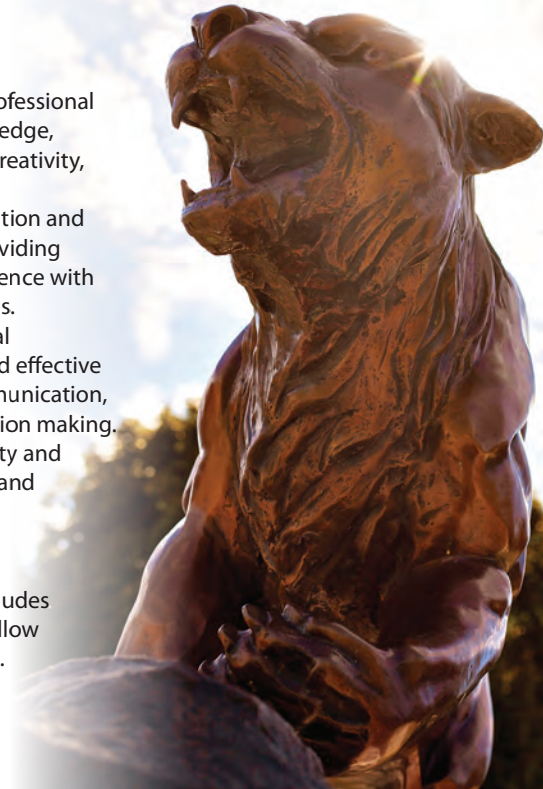
The University Mission

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 curriculum 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.



McKendree's students have included many who were 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 Tradition

Established in 1828 by pioneer Methodists, McKendree is the oldest university 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 University Lebanon, Illinois Campus

The Lebanon campus of McKendree University is located in a charming community of about 4,000 people with a downtown business district within easy walking distance of the campus.

McKendree's location is a blend of the rural and the urban. The 100-acre Lebanon 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. The Lebanon campus facilities blend well the past and the present. Two buildings – Old Main and Stevenson House, the official residence of the University 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. Our remodeled full-service café and bookstore are two recent examples of our commitment to providing high quality services to our students.

The Marion K. Piper Academic Center, with state-of-the-art, technologically equipped classrooms and offices, opened for classes in May 2000. Other 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. The Russel E. and Fern M. Hettenhausen Center for the Arts opened in Fall 2006 and provides a premiere venue for the performing arts. To support a growing number of Lebanon residential students, the University opened two new residence halls in Fall 2011 and completed a major renovation of Ames Dining Hall.

Kentucky Campuses

The McKendree University Kentucky Campuses are located in Louisville, Radcliff and Shepherdsville. 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 Business Administration in Human Resources Management**
- **Bachelor of Science in Computer Information Systems**
- **Bachelor of Science in Information Technology**
- **Bachelor of Science in Nursing**
- **Master of Business Administration**
(Concentration available in Human Resource Management)
- **Master of Science in Nursing – Management Concentration**
- **Master of Science in Nursing – Education Concentration**
- **Master of Science in Nursing – Palliative Care Concentration**
- **Master of Science in Nursing/Master of Business Administration Dual Degree Program**

In addition to the above, a student may earn a minor in Management, Marketing, Computer Science, or Accounting.

Accreditations and memberships of the McKendree University Kentucky Campuses are listed on p. i of this catalog. The Kentucky Campuses are licensed by the Kentucky Council on Postsecondary 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 Executive Director of the 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 in 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 her designate.

Inquiries and requests for additional information should be addressed to one of the following:

McKendree University/Louisville

10168 Linn Station Road, Suite 100

Louisville, KY 40223

Tel (502) 266-6696

Fax (502) 267-4340

McKendree University/Radcliff

1635 W. Lincoln Trail Blvd.
Radcliff, KY 40160
Tel (270) 351-5003
Fax (270) 351-7888

McKendree University/Shepherdsville

1330 Highway 44 East
Shepherdsville, KY 40165
Tel (502) 869-6031
Fax (270) 351-7888

Website: www.mckendree.edu/kentucky

The Center at Scott AFB

McKendree's Center at Scott AFB is located on Scott Air Force Base, Illinois.

The following nine 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 Human Resource Management**
- **Bachelor of Business Administration in Management**
- **Bachelor of Business Administration in Marketing**
- **Bachelor of Business Administration in Sport Management**
- **Bachelor of Science in Computer Science**
- **Bachelor of Science in Computer Information Systems**
- **Bachelor of Arts in Psychology**

The Center at Scott AFB is designed to meet the needs of working adults. Students may receive academic advisement, register for classes, and purchase textbooks in one convenient location. Most courses 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. Most computer science classes are offered in an eight-week format. At least one course in each major is offered every month, with a required general education 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) 744-9321 or (618) 744-0426.

Accelerated Instruction with McKendree (AiM)

McKendree University offers a Bachelor of Business Administration in a blended format at several locations throughout Illinois. This program is designed for adult learners. Classes meet one night per week with additional online assignments, discussions, etc. Courses are 8 weeks in length and students complete two courses during each 8-week session.

Current locations include:

John A. Logan College – Carterville, IL
Kaskaskia College – Centralia, IL
Rend Lake Market Place – Mt. Vernon, IL

Financial assistance is available to those who qualify. Additional information is available by contacting the Office of External Programs, (618) 537-6576, or aim@mckendree.edu.

McKendree Online

McKendree University offers bachelor's degrees in an online format with majors in accounting, nursing, business administration, human resource management, management, marketing, sport management, and psychology. These programs are offered in an accelerated format to accommodate the adult learner. Most classes are delivered in an eight week format (some nursing classes are 16 weeks). Financial assistance is available to those who qualify. Additional information is available by contacting the McKendree Online Office, (618) 537-6576, or online@mckendree.edu.

F-1 international students are limited to take only one online class per semester (up to three credits).

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 general education of liberal arts studies. General education 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 health and wellness. The variety of courses in the general education program 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 art are only a few of the possibilities available. Faculty advisors consult at length with students about their academic and career choices.

Holman Library

Holman Library, located at the heart of the Lebanon 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 Dilliard, 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 university. 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 web pages, <http://www.mckendree.edu/offices/library/index.php>, 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.



We guide our students in the pursuit of academic excellence which will prepare them for leadership roles in our society.



The goals of the Lyn Huxford Center are to contribute to the intellectual development, sense of social responsibility, and active citizenship of students.

McKendree Academic Support Center

The Academic Support Center on the Lebanon campus 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 (LRC 101 – Reading Skills Development) and study skills (LRC 102 – Study Skills Development). The Academic Support Center is located at 509 Stanton Street. Information can be obtained by calling the Director of the Academic Support Center at (618) 537-6850. Current hours are listed on the webpage at <http://www.mckendree.edu/offices/academic-support-center/index.php>.

Writing Center

Peer and faculty writing consultants are available to assist current students, staff, and faculty members with all aspects of the writing process, including documenting resources in various documentation styles. Online and in-person appointments may be made by clicking the Scheduling an Appointment tab on the Writing Center webpage at <http://www.mckendree.edu/offices/writing-center/>.

Lyn Huxford Center for Community Service

The Center for Public Service on the Lebanon campus 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.

For more information about the Center for Public Service visit the webpage at <http://www.mckendree.edu/student-life/involvement/org/service/public-service/index.php> or call (618) 537-6901.

Services for Students with Disabilities

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

Further information can be obtained from the Director of the Academic Support Center, 509 Stanton Street, (618) 537-6850.

McKendree University Parent Association

The Parent Association at McKendree University seeks to connect parents, families and friends in meaningful ways to our community. Membership into the Parent Association is free of charge and members receive monthly e-newsletters; invitations to signature events; and connections with other McKendree families. We recognize and appreciate the role families have in their student's success here at McKendree University. Our Parent Association, in conjunction with the Office of Parent Relations seeks to engage parents in interactions with faculty, staff and other parents, intended to enhance their experience(s) with McKendree University. We also strive to connect with parents to offer multiple levels of support to the University while also equipping them to best offer guidance to their student. For more information about the Parent Association, visit the webpage at <http://www.mckendree.edu/parents> or call our office, located in the Alumni House on the Lebanon, IL campus at (618) 537-6823.



ADMISSION

McKendree University welcomes applications from students who seek a challenging university 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.



MCKENDREE
UNIVERSITY

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 and may take up to 21 hours. Any student who wishes to take more than 21 hours must apply for admission to a degree seeking program, except students who are attending McKendree as part of a foreign student exchange program. The university may require an interview as part of the admission process.

Application Procedure

Students seeking admission to McKendree University Lebanon campus must apply through the Office of Admission.

To be considered for admission, an applicant must:

1. Complete and return the application for admission. Students are encouraged to complete the application online 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 University and are seeking re-admission must complete an application for admission 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 University.

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 university 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 university;
2. Complete all admission procedures;
3. Lebanon campus students submit the required immunizations before registration;

This applies to all first year students and transfer students taking more than five credit hours per semester at the Lebanon campus. 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.

Students may obtain their immunization records from their physician, high school, or university/college previously attended. If immunization records are not available then students must receive the titer blood test which shows proof of immunity to MMR and show proof of the DT booster received within the last 10 years.

4. Submit non-refundable deposits as follows: Commuter: \$200 tuition deposit
Resident: \$400 tuition and housing damage deposit. (The deposit may be paid on-line via the Admissions link.)

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

Students admitted for the Fall Semester may enroll for classes for the preceding Summer Semester at McKendree University. 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 required immunization records. (Please note that official transcripts are those that are mailed from institution to institution.)

Admission to Specific Programs

McKendree University reserves the right to restrict enrollment in classes designed for certain academic populations to members of those populations. Undergraduate students attending the Lebanon campus may take only one online course during the August-May school year.

Nursing Program

McKendree University offers an upper level BSN program for registered nurses. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the National League for Nursing Accrediting Commission. Admission to the university 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 Program

McKendree University offers a teacher education program in elementary, special education/elementary education, middle school, and secondary education. Admission to the university 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 University offers an honors program for students with exceptional academic talents. Requirements for admission to this program are presented in the Additional Course Offerings section of this catalog under Honors Program.

Athletic Training

McKendree University 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 university 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 University 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 University. 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 \$32,140 for the 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 the required immunizations;
- 9. Letters of recommendation from teachers and coaches.** These letters are not required but are encouraged from all students.

This school is authorized under Federal law to enroll nonimmigrant alien 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 University
Office of Admission
701 College Road
Lebanon, Illinois 62254-1229

For more information about International Admission, please contact: Josie Blasdel, International Student Counselor, jlblasdel@mckendree.edu, (800) 232-7228, ext. 6836. For more information about International Student Services, please contact Brent Reeves, Director of Multicultural Affairs and International Student Services, breeves@mckendree.edu, (800) 232-7228, ext. 6938.

Academic Placement

Academic placement is provided for all 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. Based on placement results, advisors assist students to schedule appropriate courses. Students are required to complete the courses into which they are placed.

Dual Enrollment/Dual Credit Program

"Dual Enrollment": Student is enrolled in high school and simultaneously enrolled in courses at McKendree University. Student receives college credit for courses taken at McKendree University.

"Dual Credit": Student is enrolled in high school and simultaneously enrolled in courses at McKendree University. Student receives college credit for courses taken at McKendree University AND high school credit for the same McKendree courses. Dual credit courses are subject to agreement between McKendree University and the particular high school in which the student is enrolled.

The "dual enrollment/dual credit" program enables academically talented high school students to enroll in McKendree University classes during their junior or senior year in high school and accrue college credit. Some courses in the dual enrollment program may also count for dual high school credit, depending upon the high school in which the student is dually enrolled. Dually enrolled students may take 100- or 200-level face-to-face or online classes during their junior and senior

years of high school and the summer between their junior and senior years. The fee per credit hour for dual enrollment/dual credit courses is posted on the McKendree University website.

Students who are in the upper 25% of their high school class will be considered for admission to the dual enrollment/dual credit program upon submission to the Office of Admission of an application to the admissions office, a high school transcript, and a letter of recommendation from the high school principal. Upon graduation from high school, students are welcome to apply for regular admission to McKendree University.

Concurrent Admissions Program (ConAp)

ConAp is a joint program of the Army 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.

Home Schooling Admission Policy

McKendree University welcomes applications from home-schooled students.

If students are completing their high school education under the aegis of a diploma-granting organization, they 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. Recommenders should be qualified to evaluate you not only as a student but also as an individual and member of the community.

Additional questions about the McKendree University admissions process should be directed to the Office of Admission at 1-800-BEARCAT, extension 6831.

Financial Information

Payment of Financial Obligations

Prior to the commencement of classes, McKendree University 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 Direct Subsidized Loans, Federal Direct Unsubsidized Loans, Federal Direct Parent (PLUS) Loans, or Perkins Loans may be applied, provided the student has submitted the completed loan application before registration. Students expecting Veterans Administration (VA) benefits or Military Tuition Assistance (TA) should consult with the advisor for military assistance programs to make necessary financial arrangements for enrollment.

McKendree University cooperates fully with banks and other financial institutions that provide student financing. In addition, the university 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 \$65.

For students who register for less than a full semester 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 university 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 university 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 university 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 university 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 University reserves the right to change tuition, fees, and room and board charges at any time.

Check Policy

Any check negotiated with the university 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 university.

Financial Aid

McKendree University offers financial aid in the form of grants, scholarships, work-study, loans, 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 Direct Student Loans, Federal Direct PLUS Loans, and McKendree institutional scholarships. In addition, McKendree University is a Post-9/11 GI Bill Yellow Ribbon participant.

Applying for Financial Aid

An application for financial aid cannot be considered until a student is admitted to the university 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) annually. This form is available online at www.fafsa.gov. When the FAFSA has been processed, the student will receive a Student Aid Report (SAR) from the Federal Processor. McKendree University (Title IV code number 001722) will receive the SAR electronically if McKendree University 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 in a timely manner. A student may be selected for verification by the Federal government. This requires the student to submit additional documentation to verify the FAFSA information. The Office of Financial Aid will notify students of the required documents needed to complete the verification process. 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 which 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.

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 5% interest federal 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 Direct Student Loan (Subsidized and Unsubsidized)

This loan is made available from the government. Students must complete the FAFSA annually to determine eligibility. Loans are only offered to those enrolled at least half-time. The interest rate will not exceed 8.25%. Contact the Office of Financial Aid Office for current interest rates.

Federal Direct PLUS Loan

This loan 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 will not exceed 9%. Contact the Office of Financial Aid for current interest rate.

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 university 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 University 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 including institutional 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 University's satisfactory academic progress policy are available in the Office of Financial Aid or online.

Withdrawals and Refunds

No student who is suspended or dismissed from the university by university 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 Records. In the case of complete withdrawal from the university, the student must fill out a withdrawal form and must have this form approved by the Provost, 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 Records. 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 need to consult the Office of Financial Aid before adding or dropping courses once a term has begun, particularly courses offered in a one-month, six-week, or eight-week format. It is recommended that a student seek counsel from an academic advisor 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.

One month or six-week 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.

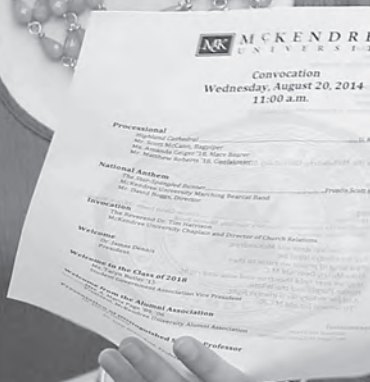
Room Rent Refunds

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



The McKendree University Lebanon Campus 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 university and are expected to abide by them at all times. There are unique activities for students at different campuses.



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Career Services

The Office of Career Services on the Lebanon campus provides a variety of services to assist 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. This office also provides access to books and other information dealing with career planning, the job search, and graduate school. Career Services teaches a one credit hour course, Careers, the Job Search, and Beyond, each fall so that students are well prepared for their job search and life after graduation. This office also coordinates the internship program for academic credit that is available to qualifying junior and senior level students. Career Services provides workshops and individual counseling to offer assistance with resume preparation, job search correspondence, and interview skills. There are job fairs, a career conference, and dining etiquette seminar 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 University online job board, and to participate in campus interviews.

Greek Life

Through-out their history, Greek organizations have encouraged their members to cultivate skills in leadership, service, and scholastic achievement. From this experience, members also become proficient with communication and social etiquette as they develop strong relationships that support them throughout their collegiate and professional lives.

McKendree University offers a Greek Community full of history, diversity, and opportunity. Each social Greek organization offers an experience different from the other chapters on campus, a quality which allows students to leave a personal and lasting legacy on the chapter's history. The Greek community at McKendree University is comprised of chapters and interest groups spanning multiple governing councils including the North-American Inter-fraternity Council (NIC), the National Panhellenic Council (NPC), the National Pan-Hellenic Council (NPHC), as well as a few local organizations.

Recruitment Week is at the beginning of the fall and spring semester and is an opportunity for interested students to learn about each organization. Membership qualifications of individual organizations vary, but all students who decide to join a Greek organization must meet the requirements of the Office of Greek Affairs to begin the recruitment process.

Health Services and Counseling

McKendree University is a nurse-directed health service operated by the Director of Health Services on the Lebanon campus. Health Services provides treatment of minor illness or injury, medical records maintenance, health education, and referrals and resources for confidential care. Our goal is to help McKendree students maintain optimal health during their academic years and develop a lifestyle that will support wellness throughout their lives.

The university also retains personal counselors who are on campus at 513 Stanton Street. 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 counselors may be made through Health Services staff.

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 either through direct counseling or by referring them to the appropriate professional(s). For academic matters, the student's academic advisor, the staff of the Academic Support Center, the staff of the Writing Center, the Director for Student Success and Retention, the Registrar, and the Provost are often in the best position to help.

Health and Counseling Service Staff

Health Staff

Beth Allan, MSN, RN, CSN, NP Director of Health Services
Lesa Auten, CMA, CPC-A Medical Assistant, Office Manager

Counseling Staff

Dr. Nancy Friesen, Director of Counseling Services
Dr. Jim Cook, Ph.D., LCPC, LPC (MO)
Dr. Laura Harrawood, Ph.D., LCPC, LMFT

Honorary Societies

Alpha Kappa Delta is the international sociology honor society founded in 1920 at the University of Southern California by Dr. Emory S. Bogardus and is affiliated with both the Association of College Honor Societies and the American Sociological Society. The purpose of Alpha Kappa Delta is to acknowledge and promote excellence in scholarship as well as research into social problems. The honor society inducts individuals interested in social and intellectual activities that lead to improving the human condition.

Alpha Psi Omega is the national honorary theatre 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 theatre program at McKendree and to foster an awareness and appreciation of theatre in all McKendree students. Students earn points toward induction by participating in productions as actors or technical crew.

Iota Tau Alpha is the national athletic training education honor society founded in 2005 by John Anderson at Troy University for students pursuing a degree in athletic training. The purpose of the honor society is the promotion and encouragement of scholarly activity in athletic training and the recognition of outstanding achievement among students enrolled in athletic training education programs. Membership is open to athletic training majors only and is earned by alumni, faculty, and students who fulfill specific requirements including specific GPA, number of semesters completed, etc.; however, only regular members may hold chapter offices, vote on chapter membership, and represent the chapter or vote at national conventions. McKendree's Alpha Phi chapter was founded in 2009.

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 standing, outstanding performance in clinical work, and recommendation by 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 be a major or minor in speech communication or organizational communication, must have completed 60 credits, and must have earned a 3.0 GPA with a 3.2 GPA in the major.

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 GPA 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 maintain high standards in their university 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 Eta Sigma, founded in 1923, is the nation's oldest and largest honor society for first-year college and university students in all disciplines. Inspired by the past and dedicated to the future, the Society's mission is to encourage and reward academic excellence. The three Greek words appearing on the society's crest form the motto of the organization: "Knowledge is Power." Membership is open to first-year students who have a cumulative grade-point average of at least 3.5 on a 4.0 scale at the end of any full-time curricular period, a normal academic load acceptable toward a bachelor's degree, and a class rank in the upper 20% of their class.

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 is determined by class ranking. Students will be notified in the spring semester if they are eligible to join the McKendree 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 5 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.

Pi Sigma Alpha, founded in 1920, is the only honor society for college students of political science and government in the United States. Membership is open to juniors, seniors, and graduate students. Undergraduates must have completed at least ten semester-credits of work in political science including at least one upper-division course, with an average that places them with a grade of B or higher in those courses. They must have achieved an overall GPA placing them in the top one-third of their class. Students do not have to be political science majors to qualify for membership.

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Students are eligible to apply for membership if they have completed at least nine semester hours of psychology at McKendree. Students must also have an overall GPA that is in the top 35% of their class based on



rankings within sophomore, within junior, and within senior classes; an overall GPA of at least 3.0 on a 4.0 point scale; and a psychology GPA that is at least 3.0 on a 4.0 point scale.

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 a national honorary society for science and mathematics. The society's mission is to encourage and foster scholarly activity and recognize academic scholarship in the natural sciences, computer sciences, 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, computer sciences, or mathematics, complete at least 15 semester hours in these areas, have at least a 3.0 GPA in science and mathematics, and have at least a 3.0 GPA in all subjects including science and mathematics.

Intercollegiate Athletics

McKendree University began competition against NCAA Division II teams in fall 2012 as a member of the Great Lakes Valley Conference (GLVC). The university has a perennial record of success with both men's and women's intercollegiate athletics teams. Men's and women's teams compete in basketball, soccer, tennis, cross country, track and field, golf, volleyball, wrestling, fencing, bowling, swimming and diving, ice hockey, water polo, powerlifting, bass fishing, and cycling. Men's teams also compete in baseball and football, and women's teams compete in softball and lacrosse. A mascot, cheerleading squad, PomCats dance team, pep band and Marching Bearcat 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

Intramural Sports and Student Recreation falls under the office of Student Affairs and is a significant co-curricular activity program that complements the formal academic curriculum. It offers recreational opportunities to currently enrolled McKendree University students, faculty, and staff in a number of competitive and structured activities. Participation in these activities can provide one with opportunities to have fun, learn new sports, meet people from other cultures, refine leadership skills, and test one's physical ability, as well as offer a break from the academic routine. Team sports generally take on a league structure with a post-season tournament determining the champion. Special events can range from one-day to several day tournaments.



The university has a perennial record of success with both men's and women's intercollegiate athletics teams.

International Community

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 the Student and Exchange Visitor Information System (SEVIS); pass-port and visa extensions; certificates of enrollment; and employment permission. Staff help international students make the adjustment to a new academic and cultural environment and work towards promoting understanding on the McKendree campus.

If you are a prospective international student and have questions about McKendree University, contact Josie Blasdel via email at jlblasdel@mckendree.edu; by phone at (800) 232-7228, ext. 6836; or by mail to: McKendree University, Admissions Office, 701 College Road, Lebanon, Illinois 62254-1229.

Multicultural Life

The McKendree University Office of Multicultural Affairs on the Lebanon campus 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 majority and 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.

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 United Nations program. The PAF routinely holds voter registration drives on campus and sponsors debates and other campus-wide discussions on important contemporary issues.

Religious Life Activities

Students are encouraged to participate in religious activities including bible studies, discussion groups, an interfaith group, a Fellowship Christian Athletes group, 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 University Chaplain’s Office on the Lebanon campus. The Chaplain, as an ordained member of the United Methodist Church, provides a link from the university to the United Methodist denomination. A student-led Catholic program provides opportunities for service, prayer, and a regular weekly Mass on campus.

Social Responsibility

The Lyn Huxford Center for Community Service (CCS) is a four-tier center focusing on community service, service learning, social justice and scholarship/student development. 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 service experiences which enhance the understanding of each discipline, foster personal growth and as active member of a community, and cultivate the intellect and spirit of persons who care for one another and for the world in which they live and work.

Students function as the operating team for the CCS office. They can coordinate weekly service opportunities ranging from nursing homes and after-school programs to transitional housing shelters. CCS students also organize several special events throughout the year that aim to involve the student population in service and awareness events, such as the Special Olympics and the Hunger and Homelessness Awareness Week. CCS members meet once a week for general meetings, workshops, reflections and community events. Community Service Scholars and Fellows are required to attend every other week but all others are welcome as well. The Lyn Huxford Center for Community Service acts as a clearinghouse for external volunteer opportunities and is open for referrals.

Student Academic Organizations

Extracurricular activities are available for students in a variety of academic areas. Each campus provides appropriate activities and organizations for their students. 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 United Nations, a

student organization which conducts the Model United Nations (UN) Conference. The conference, which is held annually on campus, provides the opportunity for local high school students to learn about the functions and operations of the UN by participating in activities modeled on actual UN sessions.

Another academic experience available to students through the co-curricular program is participation in the university debate and individual events team. The McKendree debate and individual events 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 University website or stop by the Office of Student Affairs.

Student Activities and Programming

The university 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 university.

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, agencies, and other student leaders from across the country. Membership is open to all McKendree students. The Campus Activities Board at McKendree University is a member of the NACA (National Association for Campus Activities) and the APCA (Association for the Promotion of Campus Activities); both professional organizations offering student leadership opportunities. Further information may be obtained from the Office of Campus Activities or the Office of Student Affairs on the Lebanon campus.

Student Governance

Students may provide input on internal policies of the university through involvement with groups such as the Student Government Association, Residence Hall Association, Faculty Committee on Student Affairs, the Undergraduate Council, and the Campus Judicial Board. 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 oversees Greek affairs and activities.

Student Housing Facilities

In Fall 2011, McKendree University introduced Residence Hall East and Residence Hall West to the Lebanon campus. The new three-story halls accommodate 200 students in single and double suites and include a laundry facility, a fitness center, and a "great room" gathering place with a fireplace and kitchen. Each floor also provides a lounge and study area, are accessible by elevator and stairs, and protected by a key-card entrance for added security. A spacious courtyard is part of the outdoor landscape. First-year students are given priority to Residence Hall East, while Residence Hall West is available to all McKendree students. Additional housing facilities on campus consist of Baker Hall, Barnett Hall, Walton Hall, and The Suites. Any students living in these on-campus housing options are required to have a meal plan. The Hunter

Street apartments, Monroe Street, the Triplex, McKendree South, and the McKendree West apartment complex are located near the main campus, and are only available to students with a sophomore or higher status.

Baker, Barnett, and Walton Halls are three-story, corridor-style residence halls. All rooms are air-conditioned and have a hookup for cable TV, as well as a wireless network internet connection. Each of these halls accommodates approximately 100 students with a common bathroom and laundry available on each floor. Each building also has a furnished lounge area with cable TV. The Suites, which house 72 students, provided room for six students, along with a common bathroom and living room in each three-bedroom unit. The area also provides a shared laundry facility in the building.

The Hunter Street and Monroe Street Apartments are two bedroom, one bathroom units with a full kitchen that accommodate three students per unit. The Triplex Apartments consist of two separate units with two bedrooms, two bathrooms, and a full kitchen, which housing four students in each apartment. McKendree South is made up of several townhouses and duplexes located approximately a half-mile from the Lebanon campus. All units provide a full kitchen, laundry facilities, a living room, two bathrooms, and house three students. The townhouses at McKendree South provide two bedrooms per unit, while the duplexes provide three bedrooms.

McKendree West is a multi-building complex located approximately 0.4 mile from the Lebanon campus. Each building is comprised of twelve apartment style units that accommodate four students. The units provide a living room, kitchen, two bedrooms, and two bathrooms. The complex includes a club house with a computer center, conference room, large-screen television, fitness equipment, pool table, as well as kitchen and laundry facilities. Outside is a fenced in patio area and landscaped swimming pool, as well as a small basketball court.

In addition to the housing facilities, the university also provides the Bogey Bus system, which makes routine stops around campus, as well as at McKendree West and McKendree South. In an effort to engage students living on campus in social and educational opportunities, the office of Residence Life has a live-in Resident Director available for every area of campus. These professional staff members, along with the multiple Resident Assistant student staff in each building, are in charge of the day to day operations of the residence halls. Students are strongly urged to purchase renter's insurance, or to check their parents' homeowners' policies, as the university is not responsible for damage to student personal property.

Housing Policy

It is the policy of the university 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 educational experience for students and to create a residential community. Residence hall staff 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.



McKendree University does not provide family housing and cannot guarantee graduate student housing will be available.

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 and hold senior class status, *or*
2. Married, *or*
3. A veteran with at least two years active military duty, *or*
4. Commuting from the permanent residence of a parent or legal guardian.
Permanent residence must be within a 30-mile radius of the university.

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 the Residency Requirement" form, obtained on the Residence Life web page or from the Office of Student Affairs in Clark Hall, and return it to the Vice President for Student Affairs Office. Residents will not consider themselves released from this policy requirement prior to receiving written approval from the Vice President for Student Affairs. The deadlines for submitting the Application to Waive the Residency Requirement is August 1 (Fall) and January 1 (Spring). Students who are found to have not followed the re-application process for returning students and are found to be living off campus without an approved waiver will be assessed a minimum non-compliance fee of \$500.

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 website. 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 on the Residence Life web page or upon request from the Office of Residence Life. Students desiring residence hall accommodations must pay a \$200 room damage deposit. The Office of Residence Life will assign and reserve a room only after receipt of a completed residence hall contract, class registration, and confirmation of a paid damage deposit. The room damage deposit will be held until the end of the student's residency at McKendree University 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 Director of Residence Life or higher designate whether the student's damage deposit will be refunded in whole or part. 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. Graduate students may be eligible for campus housing if space allows.

Cancellation of Housing Reservations

New 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:

August 1 for Fall semester applicants

January 1 for Spring semester applicants

Returning students should complete the waiver form and return it to the Office of Residence Life on or before August 1 for exemption from housing for the fall semester, or on or before January 1 for exemption from housing for the spring semester. Students submitting a waiver request after the deadline but prior to the first day of semester classes will be charged a \$500 late fee if approved. Students requesting a waiver after the first day of class will be denied and assigned a room charge. Students encountering a significant financial change during the semester such as loss of scholarship or parental support will be considered on a case by case basis.

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 Vice President for Student Affairs, circumstances justify a refund regardless of the cancellation date. Please see the Terms and Conditions of Housing and Meal Plan Contract available on the Residence Life web page for a more detailed explanation of the housing contract.

Student Publications

Opportunities are available for students to participate in a number of on-campus journalistic and publication activities. Students can write for the student newspaper, the *McKendree Review*. Literary works written by students are published annually in the campus literary magazine, the *Montage*. Scholarly academic articles are printed in *Scholars: The McKendree University Online Journal of Undergraduate Research*.

Show Choir

The Show Choir program, located at the Lebanon campus and housed within Student Affairs, is designed to bring together students of the highest vocal and dance experience in the region. The program houses three Show Choirs: "The Showstoppers", the Advanced-Mixed group, "McKendree Majestic", the Advanced-Women's group, and "McKendree Inspiration", the Intermediate-Mixed group. The students utilize vocality, choreography, staging, costuming and production simultaneously to create a beautiful work of art. This program focuses on songs from various genres, such as gospel to Broadway, proving their strength and versatility. The Show Choir program is not in competition with the Music Department, nor is it intended as a substitute for the Music Department ensembles.

Study Abroad Program

Institute for Study Abroad – Butler University

McKendree, in partnership with the Institute for Study Abroad (IFSA) and Butler University (www.ifsa-butler.org), offers students study abroad opportunities at over 90 colleges and universities in 15 countries. The McKendree 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 give on-site support to help students make the most of their study experiences, provide

academic and personal services, and give assistance from the time students apply until they return. Students from all disciplines can now have this enriching and eye-opening adventure, where learning extends to the world beyond the classroom walls.

Irish American Scholars Program

In 1993, a number of colleges and universities affiliated with the United Methodist Church, the Presbyterian Church USA, and the Roman Catholic Church agreed to host students from Northern Ireland to study American business during their junior year. This program offers students from host institutions in the U.S. an opportunity to apply for study abroad opportunities at participating institutions in Northern Ireland, including Queens University, Stranmillis University College of Queens University, campuses of University of Ulster, St. Mary's College, and Belfast Metropolitan College.


International Studies Abroad (ISA)

McKendree University, in partnership with International Studies Abroad, is able to provide students a high quality education abroad opportunity at an affordable price. ISA provides a comprehensive study abroad experience to McKendree students, supporting them every step of the way. With a wide variety of study abroad programs at accredited schools and universities in over 20 countries in partnership, ISA recognizes the value in exposing students to an awareness of cultures and societies outside of their national boundaries. ISA is a Global Partner of NAFSA: Association of International Educators, and supports NAFSA's efforts to advance international education and exchange. For over twenty years, ISA has provided students an opportunity to explore the world. In the age of globalization, having experiences that provide a deeper and more intimate understanding of foreign culture is an asset and an enriching personal experience. ISA is dedicated to providing students with the opportunity to discover, learn, and enjoy a way of life other than their own.

Paris Graduate School of Management

McKendree University and Pole ESG International, a school of business located in Paris, France, have offered students an exchange opportunity since 2001. Approximately four McKendree students may live and study in Paris during the spring semester (preferably of their junior year) while an equivalent number of ESG students attend classes at the Lebanon campus. Through the cooperation of both institutions, students are assured that the classes they take abroad will satisfy requirements for their degrees. Students who take this opportunity receive another benefit beyond the classes they take – they are able to travel widely throughout Europe at affordable prices. When they return to finish their degrees at McKendree, these students state that the experience abroad has changed the way they see the world; they have never reported regretting their international education nor travels.

Students may also travel abroad for study with McKendree faculty (e.g., the Study Abroad class) or as a result of a service component in selected courses.



**For more information on study abroad opportunities,
contact the Office of Student Affairs.**

ACADEMIC PROGRAMS AND POLICIES



MCKENDREE
UNIVERSITY

Academic Calendar

McKendree University offers classes at a variety of sites in Illinois and Kentucky, as well as in an online format. Classes are offered in the typical semester length (16 weeks) or a four, six, or eight-week accelerated format.

Semester Courses (16 weeks):

- Fall semester courses begin late in August and end in mid-December
- Spring semester courses begin in mid-January and end in mid-May

Accelerated programs:

- Fall semester courses begin August 1 and end December 31, during which time five four-week terms and two eight-week terms are offered
- Spring semester courses begin January 1 and end May 31, during which time five four-week terms and two eight-week terms are offered
- Summer semester begins June 1 and ends July 31, during which time two four-week terms, one six-week term and one eight-week term are offered

Academic Honesty

In order to benefit fully from the McKendree Experience, students must exercise integrity and honesty in all aspects of their academic work. Some examples of academic dishonesty are cheating, sabotage, duplicate submission, and plagiarism.

- Cheating** involves many forms of misrepresentation such as sharing exam answers, copying another student's answers, presenting another's work as one's own, changing work which has been graded when the work is going to be reevaluated, having a stand-in take an exam, and using unauthorized examination aids.
- Sabotage** involves the destruction or deliberate inhibition of another student's academic work or the destruction of materials relied upon by other students such as library materials, computer software and hardware, and computer files.
- Duplicate submission** means the submission of the same work in two different courses. This is not permitted except when permission has been given by the instructors in the courses involved.
- Plagiarism** consists of presenting the words or ideas of another without proper acknowledgement. This applies to direct quotations, paraphrases, or summarized ideas.

The Violation and Initial Report

When a faculty member suspects or learns of an alleged instance of academic dishonesty on the part of a student, the faculty member will contact the student.

When the faculty member confirms an incident of dishonesty, the faculty member may take any of the following steps:

- Allow the student to resubmit the assignment or re-take the exam, test, or quiz for full credit;
- Reduce the grade earned by the student for the specific assignment, exam, test, or quiz by whatever factor the faculty member deems appropriate;
- Fail the student on the particular assignment, exam, test, or quiz;
- Reduce the grade earned by the student for the course;
- Fail the student for the course;

- f. In particularly egregious cases, the faculty member may request that the Student Judicial Committee conduct a hearing.

In all confirmed cases, the faculty member must submit an Incident/Referral Reporting Form via WebAdvisor.

Evidence

Within two weeks of receipt of the reporting form, and on the basis of the evidence presented, the Provost or his/her designee will determine the appropriate procedure for the disposition of the case and take one of the following actions:

- a. **Dismiss the case** if there is insufficient evidence.
- b. **Send a disciplinary warning letter** to the student if evidence of dishonesty is uncovered and it is a first offense.
- c. **Convene a hearing of the Student Judicial Committee** if it is a second or subsequent offense.

The Student Judicial Committee Hearing

The student is contacted in writing by the Provost or his/her designee.

This notice will include the following:

- a. Specification of charges.
- b. Hearing date, time, and location.
- c. Rights of the accused.
- d. Invitation to submit a response to the charges in writing or to attend the hearing in person (or remotely via phone or computer). If attending the hearing in person, the student must also submit the names of persons, if any, who will attend the hearing with him or her.

The hearing should be presented in a forum where both parties have a fair opportunity to present whatever they contend is important. Every effort should be made to avoid an adversarial confrontation. The institution is the complaining party, not an individual professor, staff member, or student. These individuals may participate as witnesses, but they should not be cast in the role of prosecutor. Formal hearing procedures are designed to protect the student's rights.

The following rules should be observed:

- a. The institution should present its case. It has the burden of demonstrating that a rule or rules have been violated. The standard of proof should be clear and convincing evidence. The other extremes – proof beyond a reasonable doubt or proof by a mere preponderance of evidence – should be avoided. One is not possible, and the other may not be fair.
- b. The accused student has a right to hear all the evidence and testimony considered by the Student Judicial Committee.
- c. The accused student has a right to present evidence and testimony or to remain silent, with no inference of guilt being drawn from the silence.
- d. The student has a right to assistance in the preparation and presentation of evidence and witnesses.
- e. If a member of the Student Judicial Committee is involved in the incident, he/she must recuse him/herself from the hearing process.
- f. The Provost will not attend the hearing or cast a vote about actions to be taken.

Counsel

The accused is entitled to have the assistance of counsel, who may act as an advisor, during the hearing process, but the student must represent him/herself.

- a. Counsel is limited to a single individual.
- b. Counsel may be any member of the McKendree University community or a legal representative. If the student invites a legal representative, the university's legal representative also will attend the hearing.

Records

A record of the hearing must be maintained. Such a record becomes extremely important in the event of an appeal. The physical evidence should be received by the Student Judicial Committee and kept with copies of all documents related to the hearing. The simplest way to preserve the testimony is with a tape recorder. The tape and evidence can then be passed along during the appeal process and is available for use before the appellate body.

Possible Sanctions Following a Student Judicial Committee Hearing

The Student Judicial Committee may elect to impose any of the following sanctions:

- a. A disciplinary warning letter from the Provost.
- b. Administrative removal from the class with an automatic "F" grade for the class.
- c. Academic probation for one full academic semester following the adjudication of the student as academically dishonest.
- d. Suspension from the university for at least one full academic semester following the adjudication of the student as academically dishonest.
- e. Expulsion from the university.

In the event that a student does not respond to the charges nor attend the hearing in person or remotely, any of these actions can be taken without the student present.

The Provost's Office will notify the student in writing about actions taken by the Student Judicial Committee.

Appeals

The Provost or his/her designee will consider appeals of sanctions imposed by the Student Judicial Committee. The student must file an appeal in the Provost's Office within one week after the student has received formal notification of actions taken and must indicate which of the following are grounds for the appeal.

- a. **Questions of Fact:** An appellant may appeal on questions of fact by introducing new evidence which would significantly affect the outcome of the case. Evidence which was known to the appellant at the time of the original hearing, but was withheld, shall not constitute a question of fact, nor is it to be considered on appeal.
- b. **Questions of Procedure:** Appeals will be considered on the basis of question of procedure. The appellant must demonstrate that procedural guidelines established in this Academic Integrity Policy were breached, and that these errors affected the outcome of the case.
- c. **Severity of Sanction:** Appeals based on the severity of the sanction shall be considered only when the penalty imposed exceeds the recommended range of sanctions for the specific violation as described in this document. The accused can request leniency in cases where it is clearly demonstrable that the imposition

of a sanction is inconsistent with previous judicial practice, even though it may be within the range of acceptable action. Mere dissatisfaction with the sanction is not grounds for appeal.

After the student has filed an appropriate request for an appeal, the Provost may take any of the following actions:

- a.** Deny the appeal,
- b.** Change a finding of guilt to a finding of innocence,
- c.** Modify the penalty,
- d.** Order a new hearing to be held wherein new evidence, testimony, etc. not available at the previous hearing is to be presented and is regarded as being of sufficient importance that it might alter the initial decision. Appeal hearings must be recorded.

The Provost (or his/her designee) will notify the student within one week of the outcome of the appeal.

Subsequent Violations

If the student commits another violation(s) while the appeal is pending, the additional violation(s) cannot be entered into the existing appeal. The additional violation(s) must be treated as separate charge(s) from the appeal. However, previously upheld charges and sanctions in the student's file are compiled as a record, and can be used as a basis to decide future charges and sanctions.

Adding or Dropping Classes

- Students may add or drop courses according to the schedules posted by the Academic Records Office for each semester.
- A course may not be added after one week from the first class meeting.
- Drops and adds are not effective until recorded by the Academic Records Office:
 - Courses may be dropped online until the last day to add a class (5th business day of the term).
 - After the last day to add a course, a form must be submitted with the required signatures.

Additional Minor or 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:

- Take all additional coursework after graduation applied to the minor or major from McKendree. A graduate wishing to complete an additional minor or major must reapply as a non-degree seeking student.
- Meet the major and/or minor requirements of the catalog for the year in which the additional course work begins.

Advising

McKendree places the relationship between advisors and students at the heart of the university experience, and students seek the guidance of their advisors 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 advisor.

Each student is assigned a faculty or staff advisor to provide guidance in developing a course plan that meets curriculum requirements and nurtures the student's own interests and goals.

For first-year students, this advisor may or may not be from the field of a student's declared interest; but as a major focus develops, students are assigned a new advisor from among faculty members in the appropriate division or school.

Students may also choose a particular faculty member from their division or school. A change of advisors is accomplished by completing the appropriate eform on the Office of Academic Records web page.

Auditing Courses

A student may elect to audit a course according to the following guidelines:

- The student must pay one-half the current tuition rate per hour;
- The student is not required to do any of the work for the course;
- The student is awarded no credit for auditing a course;
- The student will receive a grade of AU, which does not affect GPA in any way;
- A student who is eligible to receive VA benefits will receive no benefits for auditing a course.

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.

Student Absences for Official University Functions

Students shall be excused without penalty from class to participate in official university sanctioned student activities, including intercollegiate athletic competitions, debate meets, band and choir performances, university field trips, and other events approved by the Provost. Students are not to be excused from class to attend practices.

Faculty or staff in charge of such activities shall file with the Provost's Office at least one week in advance, if possible, a list of students and dates they request the students to be excused from class. The Provost shall ensure that notification about approved student activities is communicated to the faculty in a timely manner. In addition, students must give satisfactory notice to their instructors prior to scheduled absences.

Students are responsible for all content and assignments missed while absent from class to attend university sanctioned student activities. Any deviation from this policy must be approved by the Provost.

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.

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, ten (10) 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 or school or Executive Director of the Kentucky Campuses, 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 or school or the Executive Director of the Kentucky Campuses 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 Provost or Designee, who will attempt to assist the student, the faculty member, administrator, or decision-making unit, and the chair of the division or school 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 Undergraduate Council through its chairperson, the Provost/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 Undergraduate Council 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 advisor, 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 University Student Handbook, section 2.00 Records.

A simple majority vote of the Undergraduate Council will constitute a decision. The voting will be by secret ballot. The Provost/or Designee, who serves as Chairperson of the Undergraduate Council, chair of the division or school, and any member of the Undergraduate Council 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 Undergraduate Council 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 Undergraduate Council.

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 university. 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 Undergraduate Council 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. In all cases, students must await written response from the respective action step before proceeding to the next step.

For more information about the university complaint policy please see the website.

Class and Status

First Year	0 – 27.9 hours
Sophomore	28 – 59.9 hours
Junior	60 – 91.9 hours
Senior	92 hours and above

Fall and spring terms	
Less than half-time	0 – 5 hours
Part-time	6 – 11 hours
Full-time	12 – 18 hours
Overload	18 hours and above

Summer term	
Less than half-time	0 – 2 hours
Part-time	3 – 5 hours
Full-time	6 – 12 hours
Overload	13 hours and above

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 university 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.

With the exception of Advanced Placement Examinations, McKendree University accepts the American Council on Education's recommended scores.

For most examinations, the faculty has approved the awarding of credit toward major and general education requirements, as well as elective credit.

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.

Dean's List and President's List

During any term, students demonstrating outstanding academic achievement may qualify for the Dean's List or President's List; the criteria are:

- Completion of at least 12 letter-graded hours (courses taken using the pass/fail option are not letter-graded)
- Achievement of the required minimum grade point average
 - 3.600 or better for the Dean's List
 - 4.000 for the President's List

Declaration of Major

- Students must officially declare a major area of study no later than the beginning of their Junior year; they should do so by submitting a Change of Major/Minor eform.
- Students transferring to McKendree University are advised to declare a major during their first semester so that an academic advisor within their major area of study may be assigned.
- Students wishing to change a major or minor may do so by submitting a Change of Major/Minor eform.

Degrees Offered

McKendree University 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.

In addition, McKendree University offers an Associate in Science Degree in Business Administration at the Kentucky campuses. McKendree University also offers Masters degrees in Education, Professional Counseling, Business and Nursing, and Specialist in Education and Doctor of Education degrees in Curriculum Design and Instruction.

B.A. and B.S. in Biology
B.A. and B.S. in Mathematics
B.A. in Economics
B.A. in English
B.A. in Environmental Studies
B.A. in Global Studies
B.A. in History
B.A. in International Relations
B.A. in Music
B.A. in Music Marketing
B.A. in Organizational Communication
B.A. in Philosophy
B.A. in Political Science
B.A. in Professional Writing and Rhetoric
B.A. in Psychology
B.A. in Public Relations Studies
B.A. in Religious Studies
B.A. in Social Science
B.A. in Sociology
B.A. in Spanish
B.A. in Speech Communication
B.A. in Theatre
B.B.A. in Accounting
B.B.A. in Business Administration
B.B.A. in Economics
B.B.A. in Economics/Finance
B.B.A. in Human Resource Management
B.B.A. in Management
B.B.A. in Marketing
B.B.A. in Sport Management
B.F.A. in Art
B.F.A. in Art Education
B.S. in Biopsychology
B.S. in Athletic Training
B.S. in Chemistry
B.S. in Computational Science
B.S. in Computer Information Systems
B.S. in Computer Science
B.S. in Exercise Science and Sports Performance
B.S. in Health and Wellness
B.S. in History Education
B.S. in Information Technology
B.S. in Occupational Therapy
B.S. in Physical Education

B.S. in Science Education
B.S.Ed. in Educational Studies
B.S.Ed. in Elementary Education
B.S.Ed. in Special Education/Elementary Education
B.S.Ed. in Middle School Mathematics Education
B.S.Ed. in Middle School Science Education
B.S.Ed. in Middle School Social Science Education
B.S.Ed. in Middle School English/Language Arts Education
B.S.N. in Nursing
B.M.E in Music Education

M.A. in Clinical Mental Health Counseling
M.A. in Education
M.A. in Education – Administration and Leadership
M.A. in Education – Higher Education Administrative Services
M.A. in Education – Teacher Leadership
M.B.A in Business Administration
M.S.N. in Nursing

Ed.S. in Education Curriculum Design and Instruction
Ed.D. in Curriculum Design and Instruction

Email

Every student is issued a McKendree email account, which is one of the major means of communication from offices such as the Office of Academic Records, Student Affairs and the Business Office. All students are responsible for checking their McKendree email accounts regularly and are accountable for information disseminated to their email accounts. Failure to read university communications sent to McKendree email accounts does not absolve students from knowing and complying with the content of these communications.

Family Educational Rights and Privacy

McKendree University Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

Students should submit to the registrar, dean, or chair of the academic division or school [or appropriate official] written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading.

They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university may disclose education records in the following circumstances:

- to school officials with legitimate educational interests. A school official is defined as a person employed by the university in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;
- to comply with a judicial order or a lawfully issued subpoena;
- to appropriate parties in a health or safety emergency;
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- to accrediting organizations to carry out their functions;
- to organizations conducting certain studies for or on behalf of the university;
- the results of an institutional disciplinary proceeding against the alleged of a crime of violence may be released to the alleged victim of that crime with respect to that crime.
- **As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records – including Social Security Number, grades, or other private information – may be accessed without the student's consent.** First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to student education records and PII without the student's consent to researchers performing certain

types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from a student's education records, and they may track participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

5. The university may disclose Directory Information without a student's prior written consent.

The university designates the following as Directory Information:

Name	Dates of attendance
Address (local and home)	Degrees and awards received
Telephone Number (local and home)	Most recent educational institution attended
E-mail address	Participation in activities and sports
Date and place of birth	Weight and height of members of athletic teams
Major field of study	

6. Students may restrict the release of Directory Information, except to others as indicated in point #3 above. Requests of non-disclosure of Directory Information must be submitted annually within two weeks of the start of an academic term (fall, spring or summer) and will be valid for the remainder of the academic year (fall through summer). A non-disclosure form is available for your use from the Office of Academic Records. You may reach us by visiting the first floor of Old Main on the Lebanon Campus or by calling (618) 537-6819.

For purposes of compliance with FERPA, the university considers all students independent.

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. Transcripts from an institution of higher learning can be used to fulfill this requirement. Tests can also be used for that purpose and must follow McKendree's Testing Policy. Please see the McKendree web site (<http://www.mckendree.edu/offices/academic-records/testing-policy.php>) for acceptable scores on appropriate examinations (CLEP, PEP, NLN, APT, IB, and DANTES). If a student has earned credit for completing an AP, CLEP, or DANTES exam, the student must request an official transcript be sent to the McKendree Office of Academic Records for evaluation purposes. Credit for exams that appear on a high school or another institution's transcript will not be

accepted. Before taking a CLEP or DAN TES exam, students currently enrolled at McKendree must complete an Application for Transfer Credit form available via the Office of Academic Records webpage. Note that students may still be required to take a placement test at McKendree if they need additional credits in their foreign language.

If a student wishes to use course-work completed before enrollment at McKendree University 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 higher being transferred is acceptable in full or partial satisfaction of the foreign language requirement.

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 or in the recording of that grade, or as a result of a grade challenge.
- A student has the right to challenge a grade; please see the Challenges to Academic Decisions portion of this catalog.

Grading System

McKendree University 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.
P – Pass (D or better)	0 quality points per credit hr.
AU – Audit	0 quality points per credit hr.
WW – Withdrew without permission	0 quality points per credit hr.
NS – Not submitted by instructor	0 quality points per credit hr.

Pass/Fail Option:

- A grade of Pass will indicate a letter grade of D or higher but will not apply toward calculation of grade point average. A grade of F is calculated in the student's grade point average.
- Students may choose a Pass/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/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.
- Application for the Pass/Fail grading option must be made prior to the last day of the add period and is irrevocable.

Incomplete Grades:

- 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. Instructors are not required to approve any incomplete grade request, but may do so based on the following criteria:
 1. The student should have completed at least 75% of the coursework for the class.
 2. The student must be able to complete the course without re-attending the class; he/she may not sit in the class the following semester in order to complete the work.
- A student receiving an incomplete has until the end of the next semester (spring or fall), or until an earlier date specified by the instructor to the student in writing, 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.
- The final decision to grant an incomplete grade rests with the instructor.

W Grade:

- A student who officially withdraws from a course after the fifth day of classes and before the last date to drop receives a grade of W. To officially withdraw, a student must complete an Add/Drop form, obtain the necessary signatures and take/send the form to the Academic Records Office for processing.
- A grade of W is not included in computation of the grade point average.

WW Grade:

A grade of WW indicates the student did not officially withdraw from the course and the grade is included in the computation of the grade point average; it affects the GPA the same as a grade of F. A grade of WW should be assigned when:

1. A student has attended or participated in at least one class session; *and*
2. At some point in the course, the student stops attending a face-to-face course or participating in an online course but no official withdrawal form has been submitted.

If a student has attended or participated in at least one class session and misses two consecutive class sessions without notifying the instructor, the instructor should:

1. Submit an early alert via the Incident/Referral Reporting form; *and*
2. Note the last date the student attended or participated in class.

Graduation Dates

- *McKendree University officially confers degrees three times a year:*
 - May 31
 - July 31
 - December 31
- Although a student may complete requirements for a degree prior to those dates, the degree will not be posted to the student's academic record until the actual graduation date.
- Diplomas will be mailed after the degree is posted, providing the student has no outstanding financial obligations to the university.
- Participation in the Commencement Ceremony is not a guarantee of graduation. Degrees for May graduates are conferred on May 31 and for July graduates are conferred on July 31 provided all requirements for the degree are met.

Honors at Graduation

Students graduating from McKendree University may be awarded Latin honors; the criteria are:

- Completion of 60 or more letter-graded hours at McKendree (courses taken using the pass/fail option are not letter-graded) *and*
- Achievement of the required minimum cumulative grade point average
 - 3.600 for cum laude
 - 3.750 for magna cum laude
 - 3.950 for summa cum laude

Illinois Articulation Initiative (IAI)

McKendree University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed general education curriculum between participating institutions. Completion of the general education 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 requirements for graduation. In keeping with the McKendree University mission and its status as a liberal arts college, 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.

Additionally, while McKendree will accept grades of D in transfer provided the student has completed the IAI core, certain majors require a grade of C or higher. Courses that may fulfill a general education requirement under the IAI agreement will not satisfy the major requirement if a grade of D is earned and the student is pursuing those majors.

McKendree University strongly recommends that students use its general education curriculum as a guide when selecting courses in social science and fine arts. (See the general education curriculum requirements in this catalog.) Students seeking certification in education should see state requirements listed under Education in this catalog.

Please contact the Kentucky campus for information about Kentucky Articulation agreements.

Independent and Directed Study

Independent Study:

- 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.
- Outstanding underclassmen who may wish to pursue independent study must apply through their faculty advisor, the faculty mentor of the study, and the division or school chairperson.
- 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.
- The request form must be submitted at the time of registration.
- The approval of the faculty advisor, faculty mentor of the study, the division or school chairperson, and the Provost is required.
- No more than nine hours may be taken in independent study.
- A rather extensive research paper or its equivalent will be required for independent study.
- Students enrolled in independent study must meet with the faculty on a regular basis for a discussion of their study.

Directed Study:

- Directed Study is an option by which students can petition a qualified instructor to teach a standing course 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 advisors 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 or school in which the course is housed, and the Provost.

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 advisor to assist in the planning of that major.

2. The student, in consultation with the academic advisor and the Provost, will select another professor who will also assist in the planning of that major. At least one of the academic advisors must be from the core subject area.
3. Once the major has been planned by the student and academic advisors, the Provost and the academic advisors 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 University.
5. The proposal of what constitutes the major must be submitted for final approval to the Provost not later than one year prior to anticipated graduation. Any amendments or changes in the proposal must have the approval of the academic advisors and the Provost.
6. Although students are encouraged to complete the procedures outlined above as early in the university career as possible, the individually designed major must be submitted prior to the accumulation of 92 hours either in residence or transfer.

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 may begin the internship process if they meet the following criteria:

- have junior level status (60 credit hours)
- have completed at least 12 credit hours in the major
- currently hold a minimum overall GPA of 2.0
- have a major GPA consistent with graduation requirements
- and not have been on academic probation in the last academic year

Students must work a total of 45 hours per credit hour 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 Career Services.

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

Interruption of Studies

If a student interrupts attendance at McKendree University 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 higher. 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.

Maximum Course Load

- 18 credit hours is the maximum course load for the Fall and Spring terms.
- 12 credit hours is the maximum course load for the Summer term.
- Students may not register for more than the maximum course load without the written permission of his or her academic advisor.
- Students may not register for more than 22 credit hours unless he or she obtains approval from the Provost or, in Kentucky, from the Executive Director of the Kentucky Campuses.
- Undergraduate students attending the Lebanon campus may take only one online course during the August-May school year.
- For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no online or distance education classes may be considered to count toward a student's full course of study requirement.

Permission to Register

Students may register for subsequent terms during regular registration periods provided they have done the following:

- Completed their Admission file, including obtaining final, official copies of transcripts from their high school, any other institutions they have attended, and AP and CLEP scores.
- Submitted a medical examination form and proof of required vaccinations.
- Paid their account balance or made arrangements with the Business Office to do so.
- Met and discussed future coursework with their academic advisor.
- Met the conditions of any other registration hold on their account.

Probation, Suspension, Dismissal

A student may be placed on probation, suspended, or dismissed from the university for either academic or non-academic reasons.

Probation

The measure of the student's academic performance will be reported to the Provost upon the completion of the Fall and Spring Semesters.

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 University.
- 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.
- Students will be notified of their probationary status by letter.
- During the probationary term a maximum course load of 15 hours may be attempted.
- Probationary and conditionally admitted students are required to enroll for a study skills class or participate in other programs of the Academic Support Center or Office of Student Success.

Suspension

- A student will be placed on academic suspension if he or she fails to meet a minimum semester GPA of 2.0 while on probation.
- Suspensions may not be served during the Summer Term.
- Students will be notified of their suspension status by letter.
- Students may appeal their suspension by submitting a letter to the Provost by the date indicated in the suspension letter.

Dismissal

- Students will be notified of their dismissal status by letter.

Repeat/Delete

A course taken at McKendree University may be repeated at McKendree University. No course may be taken under the repeat/delete provisions except at McKendree University. 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 student may repeat any course one time (unless the course is deemed not repeatable by the department).
2. A student may repeat a course twice only if the student failed the course (F) both times it was taken before.
3. All grades will appear on the permanent record.
4. 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.
5. 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.

Research Institutional Review Board

The Institutional Review Board (IRB) at McKendree University 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.

Residence Requirement

Degree-seeking students at McKendree University must earn their final 30 hours in residence.

All upper-division hours required for the major and minor should 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 semester 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.

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, 30 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 30 hours applicable to the degree completed in residence. Approved dual-degree programs meet the McKendree residence requirement.

Restrictions on enrollment

McKendree University reserves the right to restrict enrollment in classes designed for certain academic populations to members of those populations. Undergraduate students attending the Lebanon campus may take only one online course during the August-May school year.

Second Degree

Students seeking two baccalaureate degrees during a single period of attendance at McKendree University must:

- Complete all the requirements of each degree *and*
- Accumulate an additional 30 McKendree University credits beyond the work taken to earn one degree (a minimum of 150 total credit hours).

Students who have earned baccalaureate or master's degree(s) from any other regionally accredited institution of higher education may earn another baccalaureate degree from McKendree University; the student must:

- Complete all general education curriculum and major requirements in effect at the time of matriculation.
- Earn a minimum of 30 hours at McKendree.



Severe Weather Policy

- Under severe weather conditions, university officials will announce whether the university is open, closed, or on a snow schedule.
- Announcements for the Lebanon Campus will be posted on the McKendree website, KMOX radio (1120 AM), and KMOV television (Ch. 4).

Snow schedule:

- Lebanon classes beginning at 8:00 a.m. and 9:00 a.m. are canceled.
- 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.
- **For severe weather schedules at off-campus sites, if the site is open, then classes will be held.**

Transfer of Credit

The general criteria by which McKendree University evaluates transfer courses presented for degree credit at McKendree are: (1) the educational quality of the sending institution and of the courses themselves; (2) the comparability of the credit and of the courses themselves to be transferred to McKendree; and (3) the appropriateness and applicability of the courses and credits in relation to programs offered at McKendree University.

In general, McKendree University accepts transfer courses from regionally accredited institutions provided that these courses are intended to meet degree requirements at the sending institution. In cases where the quality, comparability, or applicability of a course is in question, before rendering a decision on granting transfer credit, the University reserves the right to request additional information (see next paragraph). In cases where a student presents transfer work from institutions lacking regional accreditation the University requires the student to present convincing documentation about the quality, comparability, and applicability of the course(s) in question (see next paragraph).

The “additional information” or “convincing documentation” requested or required may include such items as a course syllabus, credentials of the faculty member, and/or a portfolio of work completed for the course. In evaluating the quality and comparability of a course applicable to a McKendree degree, factors such as the following will be considered: comparability of expected student outcomes for the course, evidence of comparable rigor, and the nature of the course experiences (e.g., reading, writing, and research requirements, laboratories, hands-on work, physical education activities).

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) in every course requested for transfer. Courses taken pass/fail are not accepted in transfer. McKendree University does not give credit for life experience.
2. Credit may be awarded for prior learning (please see Credit for Prior Learning section of this catalog).
3. No more than 70 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, IB, and DANTES examination programs; and ACE-approved training programs, military or civilian. Of those 70, no more than 35 will be accepted from examination programs (CLEP, PEP, NLN, APT, IB, and DANTES).
4. No more than 90 credit hours will be accepted toward a degree from any combination of transfer credit (junior and community colleges and four-year institutions) and prior learning assessment. (CLEP, PEP, NLN, APT, IB, and DANTES examination programs; and ACE-approved training programs, military or civilian).
5. Please see the McKendree website (<http://www.mckendree.edu/offices/academic-records/testing-policy.php>) for acceptable scores for examination programs (CLEP, PEP, NLN, APT, IB, and DANTES).
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 eform supplied by the Office of Academic Records. If the request is approved, the course may be transferred to McKendree within the limits of the university's normal transfer policies (see 1–4 above).
7. All types of transfer credit earned more than 10 years prior to matriculation at McKendree University will be subject to divisional or school 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 which McKendree has an established study abroad program) must be evaluated by a credential evaluation agency. Please contact Educational Credential Evaluators, Inc. at www.ece.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.
10. Quarter hours transferred to McKendree University will be converted to semester hours by multiplying by a factor of .67.
11. Letter grades earned at other institutions are not used in calculating a student's grade point average at McKendree University.

Undergraduate Students Enrolled in Graduate Level Credit

McKendree undergraduate students may enroll in up to 6 graduate level hours provided they meet the following criteria:

- Completed 90 credit hours toward the completion of a baccalaureate degree.
- Have an overall cumulative GPA of 3.0.
- Be enrolled in at least 12 undergraduate credit hours.
- Pay the undergraduate tuition rate (either flat rate or per credit hour, depending upon on the course load).
- Obtain approval from the student's advisor, Academic Records Office, financial aid director, program director, and provost.

Please Note:

- No graduate level credit hours may be used to fulfill undergraduate degree requirements.
- Enrollment is contingent upon seat availability in the course and may be dropped if space is needed for graduate students.
- Permission to take courses does not imply acceptance into the graduate program; the admission process must be followed.

Withdrawals

Withdrawal from a course is not official until the student has dropped via WebAdvisor or a drop/add form has been received by the Registrar. The university reserves the right to administratively withdraw students for non-attendance. Students may withdraw from courses according to the following schedule.

Full semesters

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 50th day, a grade of W will be recorded.
3. After the 50th day, a student may not drop a course unless circumstances merit special consideration by the Provost of the university.

Eight-week courses

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 27th day, a grade of W will be recorded.
3. After the 27th day, a student may not drop a course unless circumstances merit special consideration by the Provost of the university.

One month to six-week courses

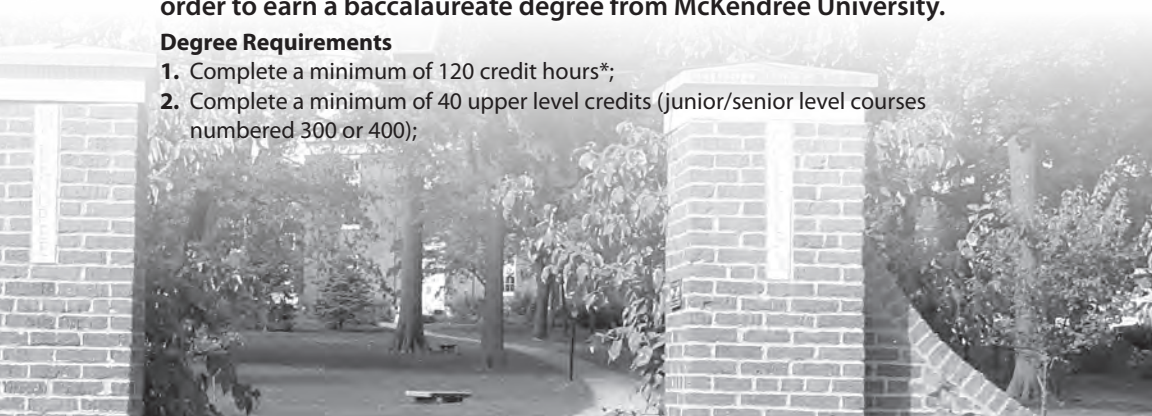
1. Students may withdraw prior to the beginning of the third class without any notation appearing on the permanent record.
2. From the fourth class to the end of the seventh class, a grade of W will be recorded.
3. After the seventh class, a student may no longer withdraw from a course.

Path to Graduation

Below are the requirements every student must complete in order to earn a baccalaureate degree from McKendree University.

Degree Requirements

1. Complete a minimum of 120 credit hours*;
2. Complete a minimum of 40 upper level credits (junior/senior level courses numbered 300 or 400);



3. Complete a minimum of the final 30 hours in residence;
4. Attain a minimum cumulative grade point average (GPA) of 2.00;
5. Complete all general education curriculum requirements as contained in the catalog effective at the time of matriculation** (these requirements are presented in the section of this catalog titled "General Education Program");
6. Meet all requirements and performance standards for the major*** as contained in the catalog effective at time of matriculation (these requirements are presented in the Courses of Study section of this catalog under the appropriate discipline);
7. Complete all degree requirements within 8 years of matriculation; *and*
8. Declare the intent to graduate by completing a Degree Application (available on the Academic Records Office web page) according to the following deadline schedule:
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.

* *Graduate level coursework from McKendree University or any other institution of higher education may not be applied towards an undergraduate degree at McKendree University.*

** *Students have the option to change to a subsequent catalog governing their degree requirements but must meet all requirements of the new catalog (both general education and major requirements).*

*** *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.*

Additionally

- Any outstanding transfer work must be received in the form of an official transcript by the university 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.
- No course taken to satisfy a major or minor requirement may be taken using the Pass/Fail grading option.

A Smooth Path

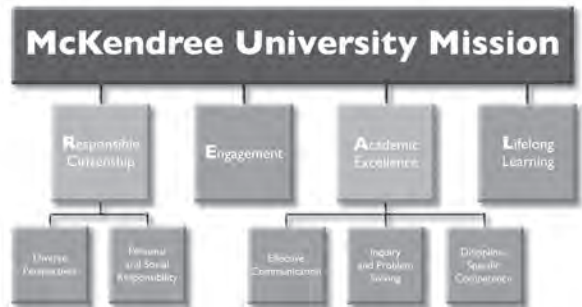
Below are some guidelines to help students along the path to graduation. As a student, you should:

1. Take charge of your academic career and become your own advocate.
2. Become familiar with this catalog; especially the sections on Academic Programs and Policies, General Education Program, and the Courses of Study pertaining to your major(s) and minor(s).
3. Consult your online Program Evaluation before registration each semester.
4. Print and consult the Four-Year Planning sheet associated with your major(s).
5. Consult the Course Descriptions section of the catalog as you make academic plans to make sure the course is offered when you want to take. Not all courses are offered every term, or even every year.
6. Visit your Academic Advisor to discuss which courses you should take.
7. Ask questions and seek advice from your Academic Advisor or personnel in the Academic Records Office if you do not understand information contained within the Catalog or within your Program Evaluation.

The McKendree Experience

A McKendree University education cultivates the intellect and spirit of persons who care for one another and for the world in which they live. The university 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 university environment that encourages them to be active members of a community of learners.

The mission of McKendree University is to provide a high quality educational experience to outstanding students. This mission has four integrated components: Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning.



Student learning outcomes stem directly from the mission and include the following:

Diverse Perspectives

1. Students will understand human and cultural differences, engage with diverse individuals, and embrace variety in viewpoints.

Personal and Social Responsibility

2. Students will exhibit personal and social responsibility.

Engagement

3. Students will participate actively in classroom, co-curricular, and community experiences to enhance learning.

Effective Communication

4. Students will communicate effectively in oral, written, and creative forms.

Inquiry and Problem Solving

5. Students will use analytical skills and critical thinking to solve problems.

Discipline-Specific Competence

6. Students will demonstrate the knowledge, skills, and attitudes required of their chosen discipline.

Lifelong Learning

7. Students will pursue opportunities to enhance personal and professional growth.

The general education curricula integrated with the disciplinary majors ensure that students develop the knowledge and skills defined by the outcomes. The university-wide Assessment 2.0 initiative provides systematic evidence of McKendree University's high quality educational experience.



GENERAL
EDUCATION
PROGRAM

McKendree University 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 university's mission.



MCKENDREE
UNIVERSITY

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). School or Division Chairs, or their designees, in consultation with the Registrar and the Program Directors, maintain authority to articulate transfer courses and to issue waivers where exceptions are deemed appropriate.

General Education Areas of Study



C O M M U N I C A T I O N

I. EFFECTIVE COMMUNICATION

a. Requirements: Six to eight credit hours of First Year English

All students must demonstrate achievement of general goals for ENG 111 and 112 regardless of where First Year English is taken.

b. 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. The purpose of a writing-intensive requirement is to ensure that students continue to practice and develop the writing, reading, and critical thinking skills they learned in the first-year composition courses, and to ensure 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.

c. 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

d. Aesthetic Expression: Three credit-hours of Art, Music, Theatre, Fine Arts, Dance, 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, theatre 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, DAN, MUE, MUL, MUS, THE, or FA except education methods courses, THE 215 (Theatre Practicum), THE 250 (Dramatic Literature), MUS 200 (Music Technology). In addition, the following creative writing courses may be taken for general education credit: ENG 205 (Introduction to Writing Poetry), ENG 206 (Introduction to Writing Fiction), ENG 305 (Advanced Writing of Poetry), ENG 306 (Advanced Writing of Fiction).

**II. INQUIRY AND PROBLEM SOLVING****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 150, 210, 220, or 310

b. Computer Competency: Three credit hours

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

Approved Courses

CSI 120 INTRODUCTION TO COMPUTERS
CSI 130 INTRODUCTION TO COMPUTING I

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 an 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 CELLULAR AND MOLECULAR BIOLOGY*
BIO 250 INTRODUCTION TO ENVIRONMENTAL SCIENCE
BIO 308 HUMAN ANATOMY AND PHYSIOLOGY I*
BIO 309 HUMAN ANATOMY AND PHYSIOLOGY II*
CHE 100 CHEMISTRY IN THE MODERN WORLD
CHE 105 COLLEGE CHEMISTRY I*
CHE 106 COLLEGE CHEMISTRY II*
ES 105 EARTH SCIENCE
ES 110 EARTH AND ASTRONOMICAL SCIENCE
PHY 101 ASTRONOMY
PHY 211 GENERAL PHYSICS I*
PHY 212 GENERAL PHYSICS II*
PHY 221 UNIVERSITY PHYSICS I: MECHANICAL AND THERMAL PHYSICS*
PHY 222 UNIVERSITY PHYSICS II: ELECTRICITY, MAGNETISM
AND QUANTUM PHYSICS*
SCE 210 CONCEPTS IN SCIENCE

** Students considering these courses towards fulfillment of the general education requirement are cautioned that these courses are intended for students majoring in science and are therefore more comprehensive.*



III. DIVERSE PERSPECTIVES

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 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	
271/371	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. A McKendree-approved study abroad experience fulfills the cross-cultural course requirement.

Approved Courses

ANT 149	INTRODUCTION TO CULTURAL ANTHROPOLOGY
EDU 205	MULTICULTURAL EDUCATION
ENG 253	LITERATURE OF POST-COLONIAL CULTURES
ENG 309	WORLD LITERATURE I
ENG 310	WORLD LITERATURE II
ENG 330	LATIN AMERICAN AND CARIBBEAN LITERATURE
GLS 101	INTRODUCTION TO GLOBAL STUDIES
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 AND WORLD CULTURES
PHI 202	INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA AND LATIN AMERICA
PSI 210	INTRODUCTION TO WORLD POLITICS
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS
PSY 304	CROSS CULTURAL PSYCHOLOGY
REL 210	LIVING RELIGIONS OF THE EAST
REL 250	RELIGIONS OF THE WORLD
SOC 240	CROSS CULTURAL PRACTICUM
SPA 101	SPANISH LANGUAGE AND CULTURE I
SPA 102	SPANISH LANGUAGE AND CULTURE II
SPA 220	SPANISH LANGUAGE AND CULTURE III
SPA 300	SPANISH/LATIN AMERICAN CULTURE AND BEGINNING CONVERSATION
SPA 302	ADVANCED CONVERSATION
SPA 303	ADVANCED GRAMMAR AND COMPOSITION II
SPA 310	SPANISH/LATIN AMERICAN HISTORY AND CIVILIZATION
SPA 311	SPANISH/LATIN AMERICAN FILMS
SPA 312	LATIN AMERICANS IN THE U.S.
SPA 320	SPANISH/LATIN AMERICAN LITERATURE AND CULTURE
SPA 350	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I
SPA 380-389	TOPICS IN SPANISH/LATIN AMERICAN LANGUAGE AND CULTURE
SPC 353	INTERCULTURAL COMMUNICATION
STA 380	STUDY ABROAD

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 at the 300 level or higher require a prerequisite of ENG 111 and 112 (or equivalents).

Approved Courses

ENG 201	SHAKESPEARE
ENG 235	GENDER IN LITERATURE
ENG 250	DRAMATIC LITERATURE
ENG 252	ETHNIC LITERATURE
ENG 253	LITERATURE OF POST-COLONIAL CULTURES
ENG 254	AFRICAN AMERICAN LITERATURE
ENG 255	LITERATURE AND THE ENVIRONMENT
ENG 261	POETRY
ENG 272	FICTION
ENG 273	FILM AND LITERATURE
ENG 303	AMERICAN LITERATURE TO 1900
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT
ENG 309	WORLD LITERATURE I
ENG 310	WORLD LITERATURE II
ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE
ENG 312	ENGLISH RENAISSANCE AND EIGHTEENTH CENTURY ENGLISH LITERATURE
ENG 313	TOPICS IN SHAKESPEARE
ENG 317	ROMANTIC ENGLISH LITERATURE
ENG 318	VICTORIAN ENGLISH LITERATURE
ENG 319	TWENTIETH CENTURY ENGLISH LITERATURE
ENG 330	LATIN AMERICAN AND CARIBBEAN LITERATURE
ENG 374	AMERICAN LITERATURE AND CULTURE
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.



R E S P O N S I B I L I T Y

IV. PERSONAL AND SOCIAL RESPONSIBILITY**a. Health and Wellness: Three credit hours of health and wellness****Approved Courses**

HPE 158 HEALTH AND WELLNESS

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/LEGAL ISSUES IN NURSING
PHI 206	INTRODUCTION TO ETHICS
PHI 208	ENVIRONMENTAL ETHICS
PHI 332	ETHICAL THEORY
PHI 390	ETHICS AND PUBLIC POLICY
PHI 391	BIO-MEDICAL ETHICS
REL 335	CHRISTIAN ETHICS
SPC 372	ETHICS AND COMMUNICATION

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
ECO 212	PRINCIPLES OF MACROECONOMICS
NSG 355	HEALTH POLICIES AND ECONOMICS
PSI 101	AMERICAN POLITICS
PSI 102	STATE AND LOCAL GOVERNMENT
PSY 153	INTRODUCTION TO PSYCHOLOGY
SOC 150	INTRODUCTION TO 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.

d. University 101 (one credit hour)

Approved Course: UNI 101

University 101 is required of Lebanon on-campus students who are first year students.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences offers the following majors and minors:

- Art
- Art History
- Art Education
- Biochemistry
- Biology
- Biopsychology*
- Chemistry
- Clinical and Counseling Psychology
- Computing (Computer Science, Computer Information Systems, Computational Science, and Information Technology)
- Creative Writing
- Dance
- Economics
- English
- Engineering Transfer Program*
- Environmental Studies*
- Ethnic Studies*
- Forensic Studies*
- Gender Studies*
- Gerontology
- Global Studies*
- History
- Journalism
- Mathematics
- Music
- Music Marketing*
- Music Education
- Organizational Communication
- Philosophy
- Physics (Engineering)
- Professional Writing and Rhetoric
- Political Science/ International Relations
- Pre-professional studies
- Psychology
- Public Relations Studies
- Religious Studies
- Science Education
- Social Science
- Sociology
- Spanish
- Speech Communication
- Sport Psychology*
- Theatre

* Please see the Interdisciplinary Majors and Minors section of the catalog



Art (ART)

Amy MacLennan, M.F.A., Assistant Professor of Art

asmacLennan@mckendree.edu; (618) 537-6986

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 toward 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 meet with an art advisor each semester for planning and approval of art courses appropriate to the student's goals and interests.

All courses for the major and minor must be completed with a grade of C or higher. The university 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.

ART MAJOR REQUIREMENTS		54-56 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	2D DESIGN AND LAYOUT I	(3)
ART 242	DESIGN AND COLOR II	(3)

Courses of Study

ART 251	BEGINNING PAINTING	(3)
ART 271	GALLERY PRACTICUM (two semesters)	(0)
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	PRINTMAKING	(3)
ART 471	GALLERY PRACTICUM (six semesters)	(0)
ART 490	SEMINAR IN ART I	(1)
ART 491	SEMINAR IN ART II	(1)
PHI 334	PHILOSOPHY OF ART	(3)
MTH 310	STATISTICS	(4)
<i>or</i>		
	FOREIGN LANGUAGE	(6)

All studio courses may be repeated for additional credit.

ART MINOR REQUIREMENTS 18 crs.

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 101	BEGINNING DRAWING	(3)
<i>or</i>		
ART 122	BEGINNING FIGURE 9 credits in one category (such as photography or ceramics)	(3) (9)
ART 271	GALLERY PRACTICUM (2 semesters)	(0)
ART 471	GALLERY PRACTICUM (2 semesters)	(0)

(The 9 credits in the chosen category must include a minimum of 6 credit hours of upper level work.)

ART HISTORY MINOR REQUIREMENTS 18-20 crs.

ART 111	SURVEY OF ART HISTORY I	(3)
ART 112	SURVEY OF ART HISTORY II	(3)
ART 311	HISTORY OF FILM AND PHOTOGRAPHY	(3)
<i>or</i>		
ART 314	SURVEY OF AMERICAN ART	(3)
ART 490	SEMINAR IN ART	(1)
HIS 310	SEMINAR IN HISTORICAL RESEARCH	(1)
PHI 334	PHILOSOPHY OF ART	(3)
MTH 310	STATISTICS	(4)
<i>or</i>		
	FOREIGN LANGUAGE	(6)

Art Education (ART)

Amy MacLennan, M.F.A., Assistant Professor of Art

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Students may complete coursework leading to an Initial Special Licensure 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). For students pursuing an initial licensure in secondary education, all coursework taken towards licensure must be completed with a C or higher.

General education and other professional education requirements must also be met for certification. These are listed under "Initial Special K-12 License" in the Courses of Study Section of this catalog under Education. Art class descriptions are listed above under the Art major. All studio courses may be repeated for additional credit.

Biochemistry (BCH)

Feza Ozturk, Ph.D., Professor of Chemistry

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Robb D. Van Putte, Ph.D., Professor of Biology

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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 in addition to their major/degree/track requirements.

Biology majors seeking a BS degree, general track, must complete CHE 205, CHE 206, BCH 303, BCH 310, and CHE 300 beyond their biology major requirements. Biology majors seeking a BS degree, pre-professional track, should complete CHE 205, CHE 206, CHE 300, BCH 310 beyond their biology major requirements. Biology majors seeking a BA degree must complete CHE 205, CHE 206, BCH 303, BCH 310, and CHE 300 in addition to their biology major requirements. If two minors (Chemistry and Biochemistry) are declared, the same course cannot be counted to satisfy the requirement for both minors. Chemistry majors must complete BIO 110, BCH 303, BCH 310, and BCH 313L beyond their chemistry major requirements. The same requirement regarding minimum cumulative grade point average apply to the major apply to the minor.

BIOCHEMISTRY MINOR REQUIREMENTS **36 crs.**

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(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 303	PRINCIPLES OF BIOCHEMISTRY	(4)
BCH 310	INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS	(2)
BCH 313L	CELL BIOLOGY LAB	(1)

Recommended Electives

BCH		
380-389	SPECIAL TOPICS IN BIOCHEMISTRY	(1-3)
BIO 211	GENETICS	(4)

Biology (BIO)

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Robb D. Van Putte, Ph.D., Professor of Biology

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- B.A. Major: 57 hours
- B.S. Major, General Track: 67 hours
- B.S. Major, Pre-professional Track: 71-76 hours
- Minor: 31 hours
- Major/minor GPA required for graduation: 2.50

PROGRAM REQUIREMENTS:

- Complete Biology Core Requirements
- Complete additional course requirements leading to specific degree
- Capstone: Biology Research Methods (BIO 455)

Mission: Our mission is 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.

Program Description: 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 society's most pressing problems and debates.

McKendree University is a member of the Reis Biological Station Consortium and biology students will experience the field station as part of the core biology curriculum 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.

Student Learning Outcomes:

- **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.

Degree Preparation: This program is designed to provide majors a broad-based education, but still allow students room for some specialization. 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. 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. 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 with a major in biology, the student must maintain a minimum 2.50 cumulative grade point average in the courses required for the major. A maximum of 20 credit hours from lower division courses in biology may be applied toward the credit hour total in the major.

McKendree University 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.

To complete a major in biology, students must satisfy the major requirements listed below plus additional requirements listed under Bachelor of Arts or Bachelor of Science (General or Pre-Professional Track) headings.

BIOLOGY CORE REQUIREMENTS **50 crs.**

All students majoring in biology must complete the following:

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
BIO 211	GENETICS	(4)
BIO 220	EVOLUTION	(3)
BIO 300	BIOMEASUREMENT	(3)
BIO 303	ECOLOGY	(5)
BIO 313	CELLULAR BIOLOGY	(4)
BIO 455	BIOLOGY RESEARCH METHODS	(2)
CHE 105	COLLEGE CHEMISTRY I	(5)
CHE 106	COLLEGE CHEMISTRY II	(5)
	BIOLOGY ELECTIVES	(11)

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 **55 crs.**

Complete the core requirements, plus the following:

CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
CHE 151	PRINCIPLES OF ORGANIC CHEMISTRY LAB	(1)

BACHELOR OF SCIENCE: General Track
67 crs.

Complete the core requirements, plus the following:

BCH 303	PRINCIPLES OF BIOCHEMISTRY	(4)
MTH 210	CALCULUS I	(4)
PHY 211	PHYSICS I	(4)
CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
CHE 151	PRINCIPLES OF ORGANIC CHEMISTRY LAB	(1)

BACHELOR OF SCIENCE: Pre-Professional Track
71-76 crs.

Complete the core requirements, plus the following:

BCH 303	PRINCIPLES OF BIOCHEMISTRY	(4)
MTH 210	CALCULUS I	(4)
PHY 211	GENERAL PHYSICS I	(4)
PHY 212	GENERAL PHYSICS II	(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)

Option 2:

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

Recommended Electives

BCH 310	INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS	(2)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
BIO 311	MICROBIOLOGY	(5)
BIO 340	DEVELOPMENTAL BIOLOGY	(3)
BIO 410	ANIMAL PHYSIOLOGY	(4)
BIO 420	COMPARATIVE VERTEBRATE ANATOMY	(5)
MTH 211	CALCULUS II	(4)

To complete a minor in biology, students must complete the requirements listed below. The same requirements regarding minimum cumulative grade point average apply to the major apply to the minor.

BIOLOGY MINOR REQUIREMENTS
19 crs.

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
BIO 211	GENETICS	(4)
BIO 220	EVOLUTION	(3)
	BIO ELECTIVES (300 or 400 LEVEL)	(4)

Chemistry (CHE)

Feza Ozturk, Ph.D., Professor of Chemistry

fozturk@mckendree.edu; (618) 537-6935

Myron C. Reese, Ph.D., Professor of Chemistry

mreese@mckendree.edu; (618) 537-6814

- **Major: 63-65 credit hours**
- **Pre-professional Track: 76-78 credit hours**
- **Minor: 29 credit hours**
- **Major/Minor GPA required for graduation: 2.50**
- **All courses for the major and minor must be completed with a grade of C- or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Junior Seminar in Chemistry (W) (CHE 491)**
- **Research: Senior Research in Chemistry (CHE 493A and CHE 493B)**

Mission: The mission of this program is to prepare students with complete core knowledge and skills in chemistry and with supplementary applicable skills in mathematics and physics for success in graduate school, professional school, or an employment in chemical industry or technology.

Description of Major: Courses in the program are designed to make students competent in the areas of content, critical thinking, laboratory work, and research. Chemistry content courses span the four major fields of General Chemistry, Organic Chemistry, Analytical Chemistry, and Physical Chemistry. Supplementary courses establish a strong background in Physics and Mathematics. Content mastery is practiced in the senior year by conducting an original research project in chemistry as a capstone experience. Students are encouraged to communicate their results to broader scientific community at the national conferences.

Student Learning Outcomes:

- The mastery of the core concepts of chemistry and ability to integrate them across the major areas of chemistry.
- The development of critical thinking skills and their practice in scientific problem solving.
- Comprehension of the process of scientific inquiry and developing the skill and ability to undertake and conduct original research in chemistry.
- The ability to promote appreciation of the role of chemistry in our society.

Degree Preparation: The degree prepares students to enter graduate school in specialized fields of chemistry such as Organic Chemistry, Physical Chemistry, Analytical Chemistry, Biochemistry, Materials Chemistry, Computational Chemistry, Polymer Chemistry, Environmental Chemistry, Atmospheric Chemistry, Medicinal Chemistry, and Nuclear Chemistry. Chemistry majors may also choose employment in chemical and biochemical research and technology upon graduation. Pre-

professional Track program prepares students interested in pursuing professional studies in fields such as medicine, pharmacy, dentistry, optometry, or veterinary science upon graduation.

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

CHEMISTRY MAJOR REQUIREMENTS **63-65 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)	(3)
CHE 493A	SENIOR RESEARCH IN CHEMISTRY A	(3)
CHE 493B	SENIOR RESEARCH IN CHEMISTRY B (W)	(2-4)
MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 212	CALCULUS III	(4)
PHY 211	GENERAL PHYSICS I	(4)
PHY 212	GENERAL PHYSICS II	(4)

Courses recommended as electives

BCH 303	PRINCIPLES OF BIOCHEMISTRY	(4)
BCH 310	INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS	(2)
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 the Biology section of this catalog.

PRE-PROFESSIONAL TRACK **76-78 crs.**
Major Requirements: Same as Chemistry Major Requirements

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
BCH 303	PRINCIPLES OF BIOCHEMISTRY	(4)
BCH 313L	CELLULAR BIOLOGY LAB	(1)

PRE-PROFESSIONAL TRACK**Recommended Electives:**

BCH 310	INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS	(2)
BCH 380	SPECIAL TOPICS IN BIOCHEMISTRY	(2-3)
BIO 410	ANIMAL PHYSIOLOGY	(4)

To complete a minor in chemistry, students must complete the requirements listed below. The same requirements regarding minimum cumulative grade point average that apply to the major apply to the minor.

CHEMISTRY MINOR REQUIREMENTS **29 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)

Plus either one of the following courses:

BCH 303	PRINCIPLES OF BIOCHEMISTRY	(4)
CHE 300	PRINCIPLES OF PHYSICAL CHEMISTRY	(4)

Clinical and Counseling Psychology (PSY)

J.L. Kemp, Psy.D., Professor of Psychology

jl Kemp@mckendree.edu; (618) 537-6580

The Clinical and Counseling Psychology minor prepares students to investigate, appreciate, and therapeutically address the psychological needs of a diverse population of individuals, families, groups and communities. This minor will provide rigorous undergraduate training in clinical science and interventions with a focus on preparing students for entrance into a graduate program in clinical, counseling or school psychology.

Students in this minor are trained to become knowledgeable and proficient in the psychological theories of personality, life-span development, and basic psychological measurement techniques.

CLINICAL AND COUNSELING PSYCHOLOGY MINOR REQUIREMENTS **26 crs.**

PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 259	CHILD AND ADOLESCENT DEVELOPMENT (W)	(4)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 375	PSYCHOLOGICAL TESTING AND MEASUREMENT	(3)
PSY 417	THEORIES OF PERSONALITY	(4)
PSY 450	CLINICAL AND COUNSELING PSYCHOLOGY	(4)

Computing (CSI)

Christopher Dulaney, D.B.A., Assistant Professor of Computing

Sameer Dutta, Ph.D., Assistant Professor of Computing

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James D. Feher, Ph.D., Professor of Computing; Chair, Division of Computing

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Mostafa G. Mostafa, Ph.D., Associate Professor of Computing

mmostafa@mckendree.edu; (270) 351-5003, Ext 13

Kian L. Pokorny, Ph.D., Professor of Computing

klpokorny@mckendree.edu; (618) 537-6440

Mission: The mission of the Division of Computing is to provide 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.

Student Learning Outcomes:

- Graduates should understand and be able to demonstrate analytic and critical reasoning ability through algorithmic development and software implementation.
- Graduates should be able to communicate effectively utilizing current technology in information systems. This includes the acquisition, summarization and presentation of existing and synthesized knowledge.
- Graduates should be able to demonstrate an understanding of computer and communication systems. Hardware and software systems, including the design, development, implementation and integration into an organization.

Students may obtain a Bachelor of Science degree with a major in Computer Science (CS) Computer Information Systems (CIS), Computational Science (COS), or Information Technology (IT). These majors focus on the scientific and business views of computing. Students in these majors develop the skills essential to become quality programmers. In addition, the upper-division requirements available to each of the majors provide the necessary specialized knowledge and skills.

Students within all 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.

Students with majors in IM, IT, COS, CIS and CS must complete all courses required for the major with a minimum of a 2.25 cumulative grade-point average. All

courses must have a grade of C- or higher to fulfill the prerequisite requirement. In addition, all courses for the major and minor must be completed with a grade of C- or higher. No courses required for the major may be taken with the Pass/Fail grading option. All students completing one of the division's majors must pass a Computing Proficiency Examination (CPE). The exam is offered twice a year, in late-August and mid-January. Students may repeat the exam as many times as necessary. The core of the exam will cover topics from the courses CSI 130, CSI 230, CSI 235 and CSI 300. Students majoring in Information technology will also have topics from CSI 260 included. Students in one of the other majors will have topics from CSI 330 included. Students may take the CPE once they have completed the coursework that is covered for the exam.

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

■ **Major: 59 credit hours**

■ **Minor: 20 credit hours**

PROGRAM REQUIREMENTS:

■ **Major/Minor GPA required for graduation: 2.25.**

■ **Must take any two science courses with a laboratory requirement.**

■ **All courses for the major and minor must be completed with a grade of C- or higher.**

Description of Major: 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 SCIENCE MAJOR REQUIREMENTS		59 crs.
REQUIRED COURSES		50 crs.
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 235	MATHEMATICS OF COMPUTING	(3)
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 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
MTH 210	CALCULUS I	(4)

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MTH 211	CALCULUS II	(4)
MTH 310	STATISTICS	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

Electives	9 crs.
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Choose from the following:

CSI 366	NUMERICAL ANALYSIS	(3)
CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)
CSI		
380-389	SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS	(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 (W)	(3)
CSI 440	ARTIFICIAL INTELLIGENCE	(3)
CSI 470	INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 480	INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 337	INFORMATION SECURITY	(3)
CSI 445	DATA MINING	(3)

COMPUTER SCIENCE MINOR REQUIREMENTS	20 crs.
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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)
	TWO UPPER LEVEL CSI ELECTIVES	(6)

COMPUTER INFORMATION SYSTEMS

■ **Major: 69 credit hours**

■ **Minor: 20 credit hours**

PROGRAM REQUIREMENTS:

■ **Major/Minor GPA required for graduation: 2.25**

■ **All courses for the major and minor must be completed with a grade of C- or higher.**

Description of Major: 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 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.

COMPUTER INFORMATION SYSTEMS MAJOR REQUIREMENTS **69 crs.****REQUIRED COURSES** **63 crs.**

CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 215	INTRODUCTION TO DATABASES	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 250	COBOL PROGRAMMING	(3)
CSI 235	MATHEMATICS OF COMPUTING	(3)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 315	SYSTEMS ANALYSIS AND DESIGN	(3)
CSI 320	INFORMATION TECHNOLOGY MANAGEMENT (W)	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
CSI 415	ADVANCED DATABASE CONCEPTS	(3)
CSI 417	PROJECT MANAGEMENT	(3)
CSI 450	COMPUTER NETWORKING AND COMMUNICATIONS	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
MTH 310	STATISTICS	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

Electives **6 crs.**

Choose from the following:

CSI 325	ELECTRONIC COMMERCE	(3)
CSI 345	THE STRUCTURE OF OPERATING SYSTEMS	(3)
CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING	(3)
CSI		
380-389	SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS	(3)
CSI 425	WEB PROGRAMMING	(3)
CSI 337	INFORMATION SECURITY	(3)
CSI 445	DATA MINING	(3)
CSI 470	INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 480	INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE	(3)

COMPUTER INFORMATION SYSTEMS MINOR REQUIREMENTS **20 crs.**

CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 215	INTRODUCTION TO DATABASE	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 315	SYSTEMS ANALYSIS AND DESIGN	(3)
CSI 417	PROJECT MANAGEMENT	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)

COMPUTATIONAL SCIENCE

■ Major: 59-65 credit hours

TRACKS:

- Economics and Finance
- Biology
- Chemistry
- Mathematics
- Physics

PROGRAM REQUIREMENTS:

- Major/Minor GPA required for graduation: 2.25
- All courses for the major and minor must be completed with a grade of C- or higher.

Description of Major: The Computational Science major emphasizes the use of computers and mathematics in the development of solutions to complex problems. Students majoring in Computational Science take a variety of mathematics and computer science courses that provide the needed theoretical foundation. Additionally, students take courses in a field of specialization, which provides an application area. Students may specialize in Economics and Finance, Biology, Chemistry, Mathematics, or Physics. Students in consultation with a faculty member may also develop a field of specialization that meets individual interests. Computational Science majors are prepared for variety of careers in industry, research labs and engineering facilities.

COMPUTATIONAL SCIENCE MAJOR REQUIREMENTS		60-65 crs.
REQUIRED COURSES		40 crs.
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 235	MATHEMATICS OF COMPUTING	(3)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
CSI 335	ANALYSIS OF ALGORITHMS	(3)
CSI 366	NUMERICAL ANALYSIS	(3)
CSI 450	COMPUTER NETWORKING AND COMMUNICATIONS	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
Electives		3 crs.
<i>Choose from the following:</i>		
CSI 345	THE STRUCTURE OF OPERATING SYSTEMS	(3)
CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)

CSI		
380-389	SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS	(3)
CSI 410	SOFTWARE ENGINEERING (W)	(3)
CSI 415	ADVANCED DATABASE CONCEPTS	(3)
CSI 440	ARTIFICIAL INTELLIGENCE	(3)
CSI 445	DATA MINING	(3)
CSI 465	COMPILER DESIGN	(3)
CSI 470	INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE	(3)
CSI 480	INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE	(3)

Economics and Finance Track Required Courses **18-19 crs.**

MTH 310	STATISTICS	(4)
	<i>or</i>	
MTH 340	INTRODUCTION TO PROBABILITY AND STATISTICS	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
FIN 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)

Biology Track Required Courses **22 crs.**

BIO 110	PRINCIPLES OF BIOLOGY I	(4)
BIO 111	PRINCIPLES OF BIOLOGY II	(4)
BIO 211	GENETICS	(4)
CHE 105	COLLEGE CHEMISTRY I	(5)
CHE 106	COLLEGE CHEMISTRY II	(5)

Chemistry Track Required Courses **19 crs.**

CHE 105	COLLEGE CHEMISTRY I	(5)
CHE 106	COLLEGE CHEMISTRY II	(5)
CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
CHE 300	ANALYTICAL CHEMISTRY/CHEMICAL ANALYSIS	(5)

Mathematics Track Required Courses **17 crs.**

MTH 212	CALCULUS III	(4)
MTH 340	INTRODUCTION TO PROBABILITY AND STATISTICS	(3)
MTH 341	APPLIED STATISTICS	(4)
MTH 370	DIFFERENTIAL EQUATIONS AND MODELING	(3)
MTH 376	GRAPH THEORY	(3)

Physics Track Required Courses **20 crs.**

PHY 221	UNIVERSITY PHYSICS I: MECHANICAL AND THERMAL PHYSICS	(5)
PHY 222	UNIVERSITY PHYSICS II: ELECTRICITY, MAGNETISM, AND QUANTUM PHYSICS	(5)
PHY 301	ENGINEERING MECHANICS I: STATICS	(3)
PHY 302	ENGINEERING MECHANICS II: DYNAMICS	(3)
PHY 303	ELECTRONIC CIRCUITS	(4)

INFORMATION TECHNOLOGY

■ Major: 61 credit hours

PROGRAM REQUIREMENTS:

- Major/Minor GPA required for graduation: 2.25
- All courses for the major and minor must be completed with a grade of C- or higher.

Description of Major: Information Technology majors study the practical applications of computing and communications technology. Most organizations have become dependent on networked computing infrastructure to the degree that they could not function without the infrastructure. Information Technology majors are prepared to select, manage and maintain the technology of an organization. Students with a major in Information Technology obtain positions in organizations planning and managing the organization's technology.

INFORMATION TECHNOLOGY MAJOR REQUIREMENTS		61 crs.
REQUIRED COURSES		55 crs.
CSI 130	INTRODUCTION TO COMPUTING I	(4)
CSI 201	APPLIED INFORMATION TECHNOLOGY	(1)
CSI 215	INTRODUCTION TO DATABASES	(3)
CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 235	MATHEMATICS OF COMPUTING	(3)
CSI 260	EVENT DRIVEN PROGRAMMING	(3)
CSI 300	COMPUTER ORGANIZATION AND ARCHITECTURE	(3)
CSI 325	ELECTRONIC COMMERCE	(3)
CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)
CSI 415	ADVANCED DATABASE CONCEPTS	(3)
CSI 425	WEB PROGRAMMING	(3)
CSI 450	COMPUTER NETWORKING AND COMMUNICATIONS	(3)
CSI 497	SENIOR SEMINAR I	(1)
CSI 498	SENIOR SEMINAR II	(2)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MTH 310	STATISTICS	(4)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
Electives		6 crs.
CSI 315	SYSTEMS ANALYSIS AND DESIGN	(3)
CSI 320	INFORMATION TECHNOLOGY MANAGEMENT (W)	(3)
CSI 330	DATA STRUCTURES AND ALGORITHMS	(3)
CSI 345	THE STRUCTURE OF OPERATING SYSTEMS	(3)
CSI		
380-389	SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS	(3)
CSI 417	PROJECT MANAGEMENT	(3)
CSI 337	INFORMATION SECURITY	(3)
CSI 470	INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE	(3)

CSI 480	INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE	(3)
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Creative Writing (ENG)

Jenny Mueller, Ph.D., Associate Professor of English

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The Creative Writing minor benefits students who wish to develop their own voices of writers of poetry and/or fiction. Students pursuing a Creative Writing minor will undertake intensive study of the forms and techniques of writing genres, emerging as writers of poetry or fiction that shows increasing originality, interest, technique, and confidence. Through their coursework, students will gain greater understanding of the literary history and practices of poetry and fiction, while also learning to develop their own distinct writer's voice by producing a body of work of their own.

Students enrolled in the Creative Writing minor will take courses that introduce them to the aesthetic standards by which poetry and fiction are read, written, and evaluated. Coursework in the minor includes study of the work of major writers of poetry and fiction; classes focusing on discussion, development, and improvement of student-written work; and classes that develop understanding of the forms and history of language, the writer's medium. Students pursuing a Creative Writing minor must complete a senior thesis containing a substantial, polished sample of their own poetry or fiction. Students must earn a cumulative G.P.A. of 2.25 or better in courses applied to the minor.

The Creative Writing minor promotes individual creativity while building strengths in writing, critical thinking, editing and revising, and sensitivity to language. While particularly beneficial to those who wish to pursue graduate study and careers as writers of poetry or fiction, the Creative Writing minor is invaluable for students interested in pursuing careers in a variety of fields. Many employers value creative thinkers highly, and creative writing students find work in such fields areas as the fine arts, teaching, publishing, communications, and law.

CREATIVE MINOR REQUIREMENTS 19 crs.

REQUIRED COURSES 7 crs.

ENG 205	INTRODUCTION TO WRITING POETRY	(3)
ENG 206	INTRODUCTION TO WRITING FICTION (W)	(3)
ENG 460	CREATIVE WRITING THESIS	(1)

OTHER REQUIRED COURSES 6 crs.

ENG 261	POETRY	(3)
<i>or</i>		
ENG 272	FICTION	(3)
ENG 305	ADVANCED WRITING OF POETRY	(3)
<i>or</i>		
ENG 306	ADVANCED WRITING OF FICTION (W)	(3)

ELECTIVES 6 crs.

Two 300-level literature courses, excluding ENG 390

Dance (DAN)

**Nancy S. Ypma, D.Mus., Professor of Music;
Chair, Division of Visual and Performing Arts**
nypma@mckendree.edu; (618) 537-6922

Dance courses are available to all students and are particularly useful to students majoring in theatre or music. Students may choose to complete a minor in Dance. This minor requires 18 credits of course work and at least four semesters of ensemble participation. The minor is primarily performance oriented with a secondary emphasis on the history and theory of dance. Dance minors must complete the required course work with a minimum 2.25 grade point average in dance and must enroll in DAN 200 for a grade.

DANCE MINOR REQUIREMENTS		18-19 crs.
DAN 110	BEGINNING MODERN DANCE	(3)
DAN 120	BEGINNING BALLET	(3)
DAN 130	BEGINNING JAZZ DANCE	(3)
DAN 200	DANCE ENSEMBLE (FOUR SEMESTERS)	(0-1)
DAN 210	INTERMEDIATE / ADVANCED MODERN DANCE	(3)
DAN 220	INTERMEDIATE / ADVANCED BALLET	(3)
DAN 350	DANCE COMPOSITION	(3)

Economics (ECO)

Eric Abrams, Ph.D., Associate Professor of Economics
ebabrams@mckendree.edu; (618) 537-6553

John Watters, Ph.D., Associate Professor of Economics; Chair, School of Business
jswatters@mckendree.edu; (618) 537-6406

Economics students focus on the study of the allocation of resources with an emphasis on personal, business, and public sector decision making. Students will be able to use economic 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 provides a solid academic base and opens a number of career options. These career options include position in commercial banking, the securities business, financial planning, governmental agencies and consulting. The economics major also provides a sound foundation for post graduate studies in economics, business administration, law, and public policy. Students interested in graduate studies in economics are advised to complete a number of upper level mathematics courses beyond calculus or complete an undergraduate major in mathematics.

To receive a Bachelor of Arts degree in Economics, the student must complete all work applied to the major with minimum cumulative grade point average of 2.25.

Courses of Study

ECONOMICS MAJOR REQUIREMENTS **40 crs.****REQUIRED COURSES** **22 crs.**

ECO 211	MICROECONOMICS	(3)
ECO 212	MACROECONOMICS	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
ECO 410	ECONOMETRICS (MTH 310 IS A PREREQUISITE FOR ECO 410)	(3)
ECO 450	CURRENT ECONOMIC ISSUES (W)	(3)
MTH 310	STATISTICS	(4)

ELECTIVES **18 crs.**

ECO 320	ECONOMICS OF SPORTS	(3)
ECO 333	ENVIRONMENTAL 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	(3)
HIST 372	AMERICAN ECONOMIC HISTORY	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)
BUS 310	QUANTITATIVE METHODS IN BUSINESS	(3)

ECONOMICS MINOR **22 crs.**

ECO 211	MICROECONOMICS	(3)
ECO 212	MACROECONOMICS	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
MTH 310	STATISTICS	(4)
	AND TWO ADDITIONAL UPPER LEVEL COURSES LISTED IN THE ECONOMICS MAJOR	(6)

English (ENG)

Brenda Boudreau, Ph.D., Professor of English

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Nichole DeWall, Ph.D., Associate Professor of English

nbdeWall@mckendree.edu; (618) 537-6495

John R. Greenfield, Ph.D., Professor of English

jgreenfi@mckendree.edu; (618) 537-6890

Jenny Mueller, Ph.D., Associate Professor of English

jimueller@mckendree.edu; (618) 537-6459

Martha Patterson, Ph.D., Professor of English

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Stephanie M. Quinn, Ph.D., Assistant Professor of English

smquinn@mckendree.edu; (618)-537-6903

**Joy Santee, Ph.D., Assistant Professor of English;
Coordinator of Writing Across the Curriculum**

Jmsantee@mckendree.edu; (618) 537-6858

**Gabriel Shapiro, M.A., Assistant Professor of Journalism and English;
Faculty Advisor, McKendree Review**

gishapiro@mckendree.edu; (618) 537-6946

- **English Major – Literature Track: 50 credit hours**
- **English Major – Literature/Writing Track: 50 credit hours**
- **English Major – Secondary Education Track: 52 credit hours**
- **English Minor: 22 Credit hours**
- **Major/Minor GPA required for graduation: 2.25**
- **All courses for the major and minor must be completed with a grade of C- or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in English (Eng 490)**
- **Foreign Language: Two semesters of college-level foreign language.**

Mission: The mission of the English program is to offer a wide range of courses in literature and writing to prepare students for graduate study and careers in teaching and other professions.

Description of Major: To major in English the student must complete between 43 and 46 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-.

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.

A student must earn at least a 2.25 average in the minor with no course grades below a C-. For students pursuing an initial licensure in secondary education, all coursework taken towards licensure must be completed with a C or higher.

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 theatre take English 250 Dramatic Literature and/or any Theatre course as electives as well as participate in the university's theatre productions. General education and professional education requirements must also be met for certification. These are listed in the section titled "Initial Secondary License" 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 317, ENG 318, and ENG 319. These courses should enhance students' performance on the English Graduate Record Examination.

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.

Student Learning Outcomes:

- Enhance students' skills in oral and written communication.
- Develop the ability to read and interpret literature critically.
- Develop the ability to appreciate literature and respond to it intellectually, aesthetically, and affectively.
- Help students understand their own cultural heritage as well as the cultural heritage of others.
- Enhance students' sensitivity to and understanding of language.
- Improve students' skills in written communication: invention, drafting, revising, editing, and polishing.

Degree Preparation:

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 MAJOR REQUIREMENTS: Literature Track 50 crs.

ENG 290	INTRODUCTION TO LITERARY THEORY (W)	(3)
ENG 390	MAJOR AUTHORS	(3)
ENG 490	SEMINAR IN ENGLISH	(4)
ENG 303	AMERICAN LITERATURE TO 1900	(3)
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	(3)
ENG 300	THE NATURE OF LANGUAGE	(3)
<i>or</i>		
ENG 307	ENGLISH GRAMMAR	(3)
ENG 313	TOPICS IN SHAKESPEARE	(3)
ENG 374	AMERICAN LITERATURE AND CULTURE	(3)
HUM 221	CAREERS IN THE HUMANITIES	(1)
	FOREIGN LANGUAGE	(6)

Four of the following English literature courses

ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
ENG 312	RENAISSANCE AND EIGHTEENTH 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 50 crs.

ENG 290	INTRODUCTION TO LITERARY THEORY (W)	(3)
ENG 390	MAJOR AUTHORS	(3)
ENG 490	SEMINAR IN ENGLISH	(4)
ENG 313	TOPICS IN SHAKESPEARE	(3)

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HUM 221	CAREERS IN THE HUMANITIES	(1)
	FOREIGN LANGUAGE	(6)

One from the following

ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
ENG 312	RENAISSANCE AND EIGHTEENTH 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)

Two of the following

ENG 303	AMERICAN LITERATURE TO 1900	(3)
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	(3)
ENG 374	AMERICAN LITERATURE AND CULTURE	(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 (W)	(3)
ENG 212	ADVANCED COMPOSITION (W)	(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 (W)	(3)
ENG 307	ENGLISH GRAMMAR	(3)
ENG		
320-329	TOPICS IN WRITING, LANGUAGE AND RHETORIC (W)	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
ENG 361	WRITING PEDAGOGY (W)	(3)
JRN 351	WRITING FOR THE NEWS MEDIA (W)	(3)
JRN 353	FEATURE WRITING (W)	(3)
JRN		
380-389	SPECIAL TOPICS IN JOURNALISM ADDITIONAL ENGLISH ELECTIVES AS NEEDED	(3)

English/Secondary Education Track

52 crs.

ENG 236	YOUNG ADULT LITERATURE	(3)
ENG 290	INTRODUCTION TO LITERARY THEORY (W)	(3)
ENG 303	AMERICAN LITERATURE TO 1900	(3)
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	(3)
ENG 309	WORLD LITERATURE I	(3)
or		
ENG 310	WORLD LITERATURE II	(3)

Courses of Study

ENG 313	TOPICS IN SHAKESPEARE	(3)
ENG 390	MAJOR AUTHORS (W)	(3)
ENG 490	SEMINAR IN ENGLISH (W)	(4)
	FOREIGN LANGUAGE	(6)

One from the following

ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
ENG 312	RENAISSANCE AND EIGHTEENTH CENTURY ENGLISH LITERATURE	(3)

One from the following: ENG 317 or 318 preferred

ENG 317	ROMANTIC ENGLISH LITERATURE	(3)
ENG 318	VICTORIAN ENGLISH LITERATURE	(3)
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)

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)

**ENGLISH MINOR REQUIREMENTS: 15 UPPER LEVEL HOURS
(SEE COURSES LISTED BELOW)****22 crs.**

ENG 303	AMERICAN LITERATURE TO 1900	(3)
<i>or</i>		
ENG 374	AMERICAN LITERATURE AND CULTURE	(3)
<i>or</i>		
ENG 304	AMERICAN LITERATURE FROM 1900 TO PRESENT	(3)
ENG 311	ANGLO-SAXON AND MEDIEVAL ENGLISH LITERATURE	(3)
<i>or</i>		
ENG 312	RENAISSANCE AND EIGHTEENTH CENTURY ENGLISH LITERATURE	(3)
ENG 317	ROMANTIC ENGLISH LITERATURE	(3)
<i>or</i>		
ENG 318	VICTORIAN ENGLISH LITERATURE	(3)
<i>or</i>		
ENG 319	20th CENTURY ENGLISH LITERATURE	(3)
ENG 390	MAJOR AUTHORS	(3)
	ADDITIONAL ENGLISH ELECTIVES AS NEEDED	

* Unless otherwise noted, ENG 111 and 112, or instructor consent, are prerequisites for all English courses numbered 300 and higher.

Gerontology (GRN)

Neil Quisenberry, Ph.D., Professor of Sociology; Chair, Division of Social Sciences
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Gerontology is the study of the psychological, sociological, and physiological facets of human aging. The minor in gerontology is designed to give a background and context for those who wish to enter positions that deal with meeting the needs of the elderly. To minor in gerontology, a student must complete 21 hours in gerontology courses. If PSY 321, PSY 322 and PSY 302 are used toward a psychology major or psychology minor, they may not also be counted toward meeting the 21-hour requirement for the gerontology minor.

All courses for the minor must be completed with a grade of C- or higher.

Gerontology Minor Requirements		21 crs.
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY/		
GRN 322	PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING	(4)
PSY 321	PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING	(4)
GRN 495	SENIOR ESSAY IN GERONTOLOGY (W)	(3)

Additional 6 credits from the following

PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
SOC 260	SOCIOLOGY OF THE FAMILY	(3)
SOC 270	SOCIAL PROBLEMS	(3)

History (HIS)

Irwin Halfond, Ph.D., Professor of History
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Joshua Haynes, Ph.D., Assistant Professor of History
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Shelly Lemons, Ph.D., Associate Professor of History
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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.

Courses of Study

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 38 hours, with a minimum of a 2.5 cumulative grade point average and all courses for the major must be completed with a grade of C- or higher. 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.

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. Students must complete the minor with a minimum of a 2.5 cumulative grade point average and all courses for the minor must be completed with a grade of C- or higher.

The History Education major may be selected by students interested in teaching at secondary 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. All courses for the major and minor must be completed with a grade of C- or higher. For students pursuing an initial licensure in secondary education, all coursework taken towards licensure must be completed with a C or higher.

B.S. HISTORY EDUCATION MAJOR REQUIREMENTS **55 crs.**

Required History Courses **33 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)
<i>or</i>		
HIS 371	U.S. WOMEN'S HISTORY	(3)
	Additional History electives	(6)

Required Social Science Courses **22 crs.**

ANT 149	INTRODUCTION TO CULTURAL ANTHROPOLOGY	(3)
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
PSI 101	AMERICAN POLITICS	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)

B.A. HISTORY MAJOR REQUIREMENTS		46 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)
	FOREIGN LANGUAGE	(6)
	Additional History electives	(18)

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

ART 111	SURVEY OF ART HISTORY	(3)
	<i>or</i>	
ART 112	SURVEY OF ART HISTORY	(3)
PHI 363	HISTORY OF PHILOSOPHY: GREEK AND MEDIEVAL	(3)
PHI 364	HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN	(3)
PSI 101	AMERICAN POLITICS	(3)
PSI 230	INTRODUCTION TO POLITICAL THEORY	(3)
ANT 149	INTRODUCTION TO CULTURAL ANTHROPOLOGY	(3)

HISTORY MINOR REQUIREMENTS		20 crs.
HIS 161	WORLD CIVILIZATION TO 1450	(3)
	<i>and</i>	
HIS 162	WORLD CIVILIZATION SINCE 1450	(3)
	<i>or</i>	
HIS 261	UNITED STATES HISTORY TO 1865	(3)
	<i>and</i>	
HIS 262	UNITED STATES HISTORY SINCE 1865	(3)
	Additional History Electives	(14)
	(12 credits must be at the 300 level or above.)	

Journalism (JRN)

Gabriel Shapiro, M.A., Assistant Professor of Journalism and English;

Faculty Advisor, McKendree Review

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Journalism practices and the media landscape regularly undergo major changes. Despite radical transformations, writing and researching skills remain the two core skills required to create excellent journalism. That is why they are at the heart of McKendree's journalism minor.

The journalism minor prepares students to be proficient and ethical professionals in a wide variety of media and related careers. Students learn to write well-developed articles for internet, newspaper, magazine, and other outlets. Students also learn the

Courses of Study

editing, revising, and researching skills required of media professionals.

Our courses develop a strong understanding of communication theory, media ethics, and the legal issues that arise when covering the news. All journalism minors also receive solid training in media design.

Involvement with the student newspaper, online radio outlet, university communications operations, and other on-campus opportunities significantly broaden classroom-based learning. A well-developed internship program provides real-world journalism experience, with many site choices available locally and in the St. Louis area.

JOURNALISM MINOR REQUIREMENTS		21 crs.
JRN 237	INTRODUCTION TO MASS COMMUNICATIONS	(3)
JRN 351	WRITING FOR THE NEWS MEDIA (W)	(3)
JRN 353	FEATURE WRITING (W)	(3)
JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)
JRN 470	INTERNSHIP IN JOURNALISM	(3)
	Plus electives	(6)

ELECTIVES

ART 245	PHOTOGRAPHY	(3)
JRN 215	PRACTICUM I	(1-2)
JRN 216	PRACTICUM II	(1-2)
JRN 375	TRAVEL WRITING (W)	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PHI 390	ETHICS AND PUBLIC POLICY	(3)
SPC 401	FREEDOM OF SPEECH	(3)

and other electives approved by the journalism faculty.

Mathematics (MTH)

J. Alan Alewine, Ph.D., Professor of Mathematics; Associate Dean for Curriculum

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Heather A. Dye, Ph.D., Associate Professor of Mathematics

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Dennis Ryan, Ph.D., Professor of 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 financial and actuarial 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-.

The general concentration is designed for students interested in mathematics for graduate school or computing (with computer science as a second major).

Students preparing for a career as mathematics teachers in secondary schools should complete the secondary education track. The mathematics courses in this track constitute a mathematics degree with course work selected to be of use in secondary education. However, in order to obtain secondary school certification, students must also complete the general and professional education coursework required for certification. These courses 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 secondary education track when combined with the additional general and education coursework meets 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) for certification in secondary mathematics education. Please note that students pursuing this track are not precluded from taking the actuarial exams or pursuing a graduate degree in mathematics.

Students interested in mathematical finance, or in taking actuarial exams, should pursue the financial and actuarial 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 two actuarial exams.

BACHELOR OF ARTS MAJOR REQUIREMENTS: General Track
51 crs.

MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)

MTH 212	CALCULUS III	(4)
MTH 300	TRANSITION TO ADVANCED MATHEMATICS	(3)
MTH 330	COMPLEX VARIABLES	(3)
MTH 340	PROBABILITY	(3)
MTH 341	APPLIED STATISTICS	(4)
MTH 360	LINEAR ALGEBRA	(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 320	FINANCIAL MATHEMATICS	(3)
MTH 343	NUMBER THEORY	(3)
MTH 366	NUMERICAL ANALYSIS	(3)
MTH 370	DIFFERENTIAL EQUATIONS AND MODELING	(3)
MTH 372	PARTIAL DIFFERENTIAL EQUATIONS	(3)
MTH 375	DISCRETE MODELS	(3)
MTH 376	GRAPH THEORY	(3)
MTH 394	MODERN ALGEBRA II	(3)

Recommended electives

PHI 204	LOGIC	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

BACHELOR OF ARTS MAJOR REQUIREMENTS

Secondary Education Track		46 crs.
MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 212	CALCULUS III	(4)
MTH 300	TRANSITION TO ADVANCED MATHEMATICS	(3)
MTH 301	COLLEGE GEOMETRY	(3)
MTH 330	COMPLEX VARIABLES	(3)
MTH 340	PROBABILITY	(3)
MTH 341	APPLIED STATISTICS	(4)
MTH 360	LINEAR ALGEBRA	(3)
MTH 375	DISCRETE MODELS	(3)
MTH 393	MODERN ALGEBRA I	(3)
MTH 490	SEMINAR IN MATHEMATICS	(3)

Two additional courses selected from

MTH 320	FINANCIAL MATHEMATICS	(3)
MTH 343	NUMBER THEORY	(3)
MTH 366	NUMERICAL ANALYSIS	(3)
MTH 370	DIFFERENTIAL EQUATIONS AND MODELING	(3)

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MTH 376	GRAPH THEORY	(3)
MTH 392	INTRODUCTION TO ANALYSIS	(3)
MTH 394	MODERN ALGEBRA II	(3)

BACHELOR OF SCIENCE MAJOR REQUIREMENTS

Financial and Actuarial Sciences Track		53-58 crs.
MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 212	CALCULUS III	(4)
MTH 300	TRANSITION TO ADVANCED MATHEMATICS	(3)
MTH 320	FINANCIAL MATHEMATICS	(3)
MTH 330	COMPLEX VARIABLES	(3)
MTH 340	PROBABILITY	(3)
MTH 341	APPLIED STATISTICS	(4)
MTH 360	LINEAR ALGEBRA	(3)
MTH 470	INTERNSHIP IN MATHEMATICS	(3-8)
<i>or</i>		
MTH 490	SEMINAR IN MATHEMATICS	(3)
CSI 130	INTRODUCTION TO COMPUTING I	(4)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)

Recommended electives

CSI 230	INTRODUCTION TO COMPUTING II	(4)
CSI 260	EVENT DRIVEN PROGRAMMING	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

BACHELOR OF SCIENCE MAJOR REQUIREMENTS: General Track 58-75 crs.

Same as above for Bachelor of Arts in addition to one of the following two options;

1. Four science courses from at least two of the following sciences:
biology, chemistry (except CHE 100) and physics (except PHY 101).
2. Four business courses including ACC 230 and ECO 211,
but not including BUS 310.

MATHEMATICS MINOR REQUIREMENTS 18 crs.

MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)
MTH 212	CALCULUS III	(4)

Plus a minimum of six additional credits in mathematics from courses numbered 300 or higher, excluding MTH 310. The same requirement regarding minimum cumulative grade point average that applies to the major also applies to the minor.

Music (MUS)

Jennifer Moder, IPh.D., Assistant Professor of Music Education

jamoder@mckendree.edu; (618) 537-6428

**Nancy S. Ypma, D. Mus., Professor of Music; University Organist;
Chair, Division of Visual and Performing Arts**

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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 Marketing, see Music Marketing in the Interdisciplinary Majors and Minors section of the catalog.

In addition to completing a Bachelor of Arts degree in music, qualified students of piano, organ, voice, brass, woodwind or percussion may choose an emphasis in performance. A jazz performance emphasis is 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.

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/Fail grading option. Music majors must earn at least 30 hours of music credits at McKendree University.

All music majors are expected to participate in at least one major performing ensemble each semester of enrollment at McKendree and to attend performance classes, concerts and recitals as determined by the Music Faculty.

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 are required to enroll in performance ensembles, in which they will perform on their primary instrument, for a grade and to attend concerts and recitals as determined by the music faculty.

BACHELOR OF ARTS IN MUSIC REQUIREMENTS		46 crs.
MUL 198	FIRST YEAR GATE JURY	(0)
MUS 100	PERFORMANCE LAB (Every semester of enrollment)	(0)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	AURAL SKILLS LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	AURAL SKILLS LAB II	(1)
MUS 265	MUSIC AND WORLD CULTURES	(3)
MUS 322	INTRODUCTION TO CONDUCTING	(2)
MUS 355	MUSIC THEORY III	(3)
MUS 355L	AURAL SKILLS LAB III	(1)
MUS 356	MUSIC THEORY IV	(3)
MUS 356L	AURAL SKILLS LAB IV	(1)

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MUS 364	MUSIC HISTORY I (W) (not required for Jazz Performance)	(3)
MUS 365	MUSIC HISTORY II (W)	(3)
MUS 366	MUSIC HISTORY III (W)	(3)
	Applied lessons on primary instrument (2 cr. per semester)	(16)
	Participation in an ensemble every semester.	

Requirements for emphasis in Church Music

(Total hours in major: 53) 7 crs.

MUE 154	CONCERT CHOIR (every semester)	(0)
MUL 289	PIANO PROFICIENCY GATE	(0)
	Applied lessons on secondary instrument (1 cr. per semester)	(2)
MUL 367	ADVANCED CONDUCTING (Capstone experience)	(2)
MUS 372	ARRANGING	(3)

Students completing an emphasis in Church Music are required to take REL 230 to fulfill the general education religion requirement. They must also pass a piano proficiency exam and are required to take applied piano lessons every semester until the piano proficiency exam is passed.

Requirements for emphasis in Jazz Performance

(Total hours in major: 52.5) 6.5 crs.

MUE 148	JAZZ ENSEMBLE (every semester)	(0)
MUE 258	JAZZ COMBO (four semesters)	(0)
MUL 161	IMPROVISATION	(1)
MUL 162	IMPROVISATION	(1)
MUL 398	JUNIOR RECITAL	(0)
MUL 498	SENIOR RECITAL (Capstone experience)	(0)
MUS 337	JAZZ BAND TECHNIQUES	(1.5)
MUS 369	HISTORY OF JAZZ (in place of MUS 364)	(3)

Jazz performance majors are strongly encouraged to participate in Concert Band each semester. All jazz performance majors are required to perform a junior and a senior recital.

Requirements for emphasis in Classical Performance

(Available in brass, woodwinds, percussion, organ, piano or voice)

(Total hours in major: 46-49) 0-4 crs.

MUE 154	CONCERT CHOIR (every semester)	(0)
	<i>or</i>	
MUE 156	CONCERT BAND (every semester)	(0)
MUL 298	PIANO PROFICIENCY GATE (vocal and keyboard majors only)	(0)
MUS 329	VOCAL DICTION I (vocal majors only)	(2)
MUS 330	VOCAL DICTION II (vocal major only)	(2)
MUL 398	JUNIOR RECITAL	(0)
MUL 498	SENIOR RECITAL (capstone experience)	(0)

All performance majors are required to perform a junior and senior recital. All vocal and keyboard performance majors are also required to pass a piano proficiency

exam and must take applied piano lessons every semester until the piano proficiency exam is passed.

Requirements for the Traditional Music Minor		20 crs.
MUS 100	PERFORMANCE LAB (each semester of required applied lessons)	(0)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	THEORY LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	THEORY LAB II	(1)
MUS 322	INTRODUCTION TO CONDUCTING	(2)
	2 consecutive semesters of Music History (MUS 364-365-366)	(6)
	4 consecutive semesters of applied lessons in voice, percussion or on one brass, woodwind or keyboard 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. Those completing the minor designed for the elementary education majors must participate in a choral ensemble for at least two semesters, preferably before or while taking MUS 353 or MUS 357. Minors must take a minimum of 8 music credits at the 300-400 level at McKendree University.

Music Education (MUED)

Jennifer Moder, IPh.D., Assistant Professor of Music Education

jamoder@mckendree.edu; (618) 537-6428

**Nancy S. Ypma, D. Mus., Professor of Music; University Organist;
Chair, Division of Visual and Performing Arts**

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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 School of Education 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. All courses for the major must be completed with a grade of C or higher.

All Music Education majors are expected to participate in at least one major performing ensemble each semester and to attend performance classes, concerts and recitals as determined by the Music Faculty. Students are expected to participate in ensembles in which they will perform on their primary instrument.

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A. GENERAL EDUCATION	43-48 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (SPC 220)	(3)
2. Mathematics and Science	10 crs.
MATHEMATICS (MTH 150 recommended)	(3)
SCIENCE (1 laboratory science)	(4)
COMPUTER SCIENCE (MUED 200)	(3)
3. Humanities	12-13 crs.
LITERATURE	(3)
ETHICS	(3)
PHILOSOPHY <i>or</i> Religion	(3-4)
U. S. History	(3)
4. Social Sciences	9-10 crs.
AMERICAN POLITICS (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)
MAJOR REQUIREMENTS FOR MUSIC EDUCATION	70 crs.
MUS 100 PERFORMANCE LAB (every semester of enrollment)	(0)
MUS 255 MUSIC THEORY I	(3)
MUS 255L AURAL SKILLS LAB I	(1)
MUS 256 MUSIC THEORY II	(3)
MUS 256L AURAL SKILLS LAB II	(1)
MUS 322 INTRODUCTION TO CONDUCTING	(2)
MUS 355 MUSIC THEORY III	(3)
MUS 355L AURAL SKILLS LAB III	(1)
MUS 356 MUSIC THEORY IV	(3)
MUS 356L AURAL SKILLS LAB IV	(1)
MUS 364 MUSIC HISTORY I (W)	(3)
MUS 365 MUSIC HISTORY II (W)	(3)
MUS 366 MUSIC HISTORY III (W)	(3)
MUS 372 ARRANGING	(3)
Applied lessons on primary instrument (1.5 crs./first 2 semesters and 2 semesters preceding the Senior Recital; 1 credit/4 semesters)	(10)
MUL 103 APPLIED PIANO	(1)
MUL 104 APPLIED PIANO	(1)
MUL 198 FIRST YEAR GATE JURY	(0)
MUL 203 APPLIED PIANO	(1)

MUL 204	APPLIED PIANO	(1)
MUL 298	PIANO PROFICIENCY GATE	(0)
MUL 498	SENIOR RECITAL	(0)
MUED 302	WOODWIND METHODS AND TECHNIQUES I	(2)
MUED 303	WOODWIND METHODS AND TECHNIQUES II	(2)
MUED 305	BRASS METHODS AND TECHNIQUES I	(2)
MUED 307	BRASS METHODS AND TECHNIQUES II	(2)
MUED 308	PERCUSSION METHODS AND TECHNIQUES	(2)
MUED 310	STRING METHODS AND TECHNIQUES	(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	(3)
MUED 424	INSTRUMENTAL CONDUCTING AND SECONDARY METHODS	(3)

Music Education students are required to pass a piano proficiency exam and must take applied piano lessons every semester until the piano proficiency exam is passed.

If a Music Education major's primary instrument is piano, the student should follow the choral track with the following revision: the student is required to take 6 credits (semesters) of voice in addition to the required 10 credits (8 semesters) of piano lessons.

ADDITIONAL REQUIREMENTS FOR THE CHORAL TRACK **6 crs.**

MUL 303	APPLIED PIANO	(1)
MUL 304	APPLIED PIANO	(1)
MUS 329	VOCAL DICTION I	(2)
MUS 330	VOCAL DICTION II	(2)
MUE 154	CONCERT CHOIR (each semester)	(0)
MUE 254	CHAMBER CHOIR (4 semesters)	(0)

ADDITIONAL REQUIREMENTS FOR THE INSTRUMENTAL TRACK **4 crs.**

MUE E56	MARCHING BAND (1 semester; concurrent with MUED 335)	(0)
MUE 148	JAZZ ENSEMBLE (1 semester; concurrent with MUED 337)	(0)
MUE 156	CONCERT BAND (each semester)	(0)
MUE 154	CONCERT CHOIR (2 semesters)	(0)
MUED 335	MARCHING BAND TECHNIQUES	(1.5)
MUED 337	JAZZ BAND TECHNIQUES	(1.5)
MUL 161	IMPROVISATION	(1)
	2 semesters of ensemble participation, of which one must be a chamber ensemble	(0)

C. PROFESSIONAL EDUCATION **33 crs.**

EDU 210	FOUNDATIONS OF AMERICAN EDUCATION	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY	(3)
EDU 358	ASSESSING STUDENT LEARNING	(3)
PSY 406	PSYCHOLOGY OF THE EXCEPTIONAL CHILD	(4)
EDU 412	METHODS OF TEACHING READING/WRITING IN THE CONTENT AREAS FOR MIDDLE/HIGH SCHOOL	(3)

EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 497	STUDENT TEACHING (SPE)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

Requires registration on the www.icts.nesinc.com website.

Organizational Communication

Betsy Gordon, Ph.D., Professor of Speech Communication

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**Richard E. Murphy, Ph.D., Assistant Professor of Public Relations/
Speech Communication**

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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 University. 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.

CORE COURSES

33 crs.

SPC 100	FUNDAMENTALS OF SPEECH COMMUNICATION	(3)
SPC 252	INTERPERSONAL COMMUNICATION	(3)
SPC 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
SPC 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)

SPC 490	SEMINAR IN SPEECH COMMUNICATION	(3)
	FOREIGN LANGUAGE	(6)

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)
<i>or</i>		
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	BUSINESS 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	BUSINESS 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)

As 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 410	MARKETING RESEARCH	(3)
MGT 376	PRODUCTION/OPERATIONS MANAGEMENT	(3)
MGT 424	BUSINESS ETHICS/SOCIAL RESPONSIBILITY	(3)

Philosophy (PHI)

*Kevin Zanelotti, Ph.D., Associate Professor of Philosophy;
Chair, Division of Humanities*

kzanelotti@mckendree.edu; (618) 537-6896

- **Major: 33 hours**
- **Minor: 16 hours**
- **Major/minor GPA required for graduation: 2.25**
- **All courses for the major/minor must be completed with a grade of a C- or higher.**

PROGRAM REQUIREMENTS:

- **Complete two semesters of a single foreign language or equivalent**
- **Capstone: Students complete a capstone experience, which includes an Independent Study focusing on the profession of philosophy in addition to capstone activities such as leading discussions in 300-level courses.**

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.

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; REL 320; SOC 149, 150, 407; SPC 210.

PHILOSOPHY MAJOR REQUIREMENTS **39 crs.**

PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
PHI 204	LOGIC	(3)
PHI 363	HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL	(3)
PHI 364	HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN	(3)
HUM 221	CAREERS IN THE HUMANITIES	(1)
	FOREIGN LANGUAGE	(6)

At least 20 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)

PHILOSOPHY MINOR REQUIREMENTS **15 crs.**

PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
	12 credits of electives in Philosophy (Only one course from PHI 390 and 391, and one course from PHI 206 and 332, will count toward the minor.)	(12)

Physics (PHY)

Adam G. Tournier, Ph.D., Associate Professor of Physics;

University 101 Co-coordinator

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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 physics, we have established the following goals for our graduates:

- **Content:** Graduates should have a broad-based understanding of core physical science 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 physical science 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.

The foundations of physics can be traced back to the ancient Greeks (600–200 BC), who sought order within the physical events that were understood as either chaotic or mystical. The idea of atoms as the fundamental particles of matter had a major influence over much of the scientific investigation that occurred over the course of the next few millennia.

The laws of physics apply from the subatomic through the cosmic levels, an idea whose development can be traced through the history of the science. The contributions of Democritus, Galileo, Kepler, Newton, Faraday, Maxwell, Planck, Curie, Hubble, Einstein, Heisenberg, Schrödinger, Feynman, Bardeen, Brattain, and Shockley provide insights to pivotal moments in our field. The physics of today is based upon the achievements of the past. Students should appreciate the significance of these accomplishments and teachers should foster this appreciation.

The Engineering Physics minor was designed to prepare students for study in mechanical, civil, or electrical engineering. The curriculum develops a strong foundation of mathematical analysis, scientific inquiry, and engineering design, to pose questions, seek answers, and develop solutions to complex problems.

To obtain a minor in engineering physics, the student must complete the following courses.

ENGINEERING PHYSICS MINOR REQUIREMENTS		20 crs.
PHY 221	UNIVERSITY PHYSICS I: MECHANICAL AND THERMAL PHYSICS	(5)
PHY 222	UNIVERSITY PHYSICS II: ELECTRICITY, MAGNETISM, AND QUANTUM PHYSICS	(5)
PHY 301	ENGINEERING MECHANICS I: STATICS	(3)
PHY 302	ENGINEERING MECHANICS II: DYNAMICS	(3)
PHY 303	ELECTRONIC CIRCUITS	(4)

Political Science / International Relations (PSI)

Joseph Blasdel, M.A., Instructor of Political Science; Director of Forensics Program
jebblasdel@mckendree.edu; (618) 537-6815

Ann V. Collins, Ph.D., Associate Professor of Political Science
avcollins@mckendree.edu; (618) 537-6897

Brian Frederking, Ph.D., Professor of Political Science; Director, Honors Program
bfrederk@mckendree.edu; (618) 537-6913

■ **Major: 42 credit hours**

■ **Minor: 21 credit hours**

■ **All courses for the major and minor must be completed with a grade of C- or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Senior Survey in Political Science (PSI 498)**
- **Research: Research Methods (PSI 296)**

The Political Science Department offers a major in political science and international relations. 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 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, 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 University.

The minor in political science requires a minimum of 21 credit hours and at least 12 credit hours must be at the 300 level or higher. At least 12 credit hours must be taken at McKendree University.

POLITICAL SCIENCE MAJOR REQUIREMENTS **42 crs.**

PSI 101	AMERICAN POLITICS	(3)
PSI 296	RESEARCH METHODS	(3)
PSI 498	SENIOR SURVEY IN POLITICAL SCIENCE	(3)
	FOREIGN LANGUAGE	(6)

At least 6 credits from the following

PSI 102	STATE AND LOCAL 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 15 credits from among the following

PSI 300	CONGRESS	(3)
PSI 301	PRESIDENCY	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 307	CAMPAIGNS AND ELECTIONS	(3)
PSI 309	PUBLIC POLICY	(3)
PSI 316	MODEL UNITED NATIONS	(1-3)

At least 6 credits from among the following

PSI 311	INTERNATIONAL ORGANIZATIONS	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY	(3)

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PSI 314	UNITED STATES FOREIGN POLICY	(3)
PSI 315	GENDER AND INTERNATIONAL RELATIONS	(3)

POLITICAL SCIENCE MINOR REQUIREMENTS **21 crs.**

PSI 101	AMERICAN POLITICS	(3)
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At least 6 credits from the following

PSI 102	STATE AND LOCAL 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 300	CONGRESS	(3)
PSI 301	PRESIDENCY	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 307	CAMPAIGNS AND ELECTIONS	(3)
PSI 309	PUBLIC POLICY	(3)

INTERNATIONAL RELATIONS MAJOR REQUIREMENTS **42 crs.**

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
PSI 296	RESEARCH METHODS	(3)
PSI 498	SENIOR SURVEY IN POLITICAL SCIENCE	(3)
	FOREIGN LANGUAGE	(6)

At least 6 credits from the following

PSI 101	AMERICAN POLITICS	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
PSI 230	INTRODUCTION TO POLITICAL THEORY	(3)

At least 15 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 316	MODEL UNITED NATIONS	(1-3)

At least 6 credits from among the following

PSI 300	CONGRESS	(3)
PSI 301	PRESIDENCY	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 309	PUBLIC POLICY	(3)

INTERNATIONAL RELATIONS MINOR REQUIREMENTS **21 crs.**

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
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At least 6 credits from the following

PSI 101	AMERICAN 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 316	MODEL UNITED NATIONS	(1-3)

Pre-Professional Studies

Feza A. Ozturk, Ph.D., Professor of Chemistry
fozturk@mckendree.edu; (618)-537-6935

Robb D. Van Putte, Ph.D., Professor of Biology
rdvanput@mckendree.edu; (618) 537-6930

McKendree University offers pre-professional tracks in biology and chemistry for students wishing to pursue a post-baccalaureate degree in areas such as medicine, optometry, dentistry, pharmacy, physical therapy, physician's assistant, podiatry, chiropractic, and veterinary medicine.

See the Biology or Chemistry Pre-Professional tracks for course requirements.

Note: students not planning on majoring in biology or chemistry, but still wish to apply to a professional program after graduation, should consult one of the above named faculty members for advice on which courses should be taken in preparation for application to their program of choice.

In addition, specific requirements of the desired graduate program should be considered when selecting courses.

Professional Writing and Rhetoric (PWR)

Stephanie Quinn, Ph.D., Assistant Professor of English; Director, Writing Center
smquinn@mckendree.edu; (618) 537-6903

Joy Santee, Ph.D., Assistant Professor of English;
Coordinator of Writing Across the Curriculum
jmsantee@mckendree.edu; (618) 537-6858

- Major: 39 credit hours
- Minor: 18 credit hours
- Major/Minor GPA required for graduation: 2.25
- All courses for the major and minor must be completed with a grade of C- or higher.

PROGRAM REQUIREMENTS:

- **Capstone: Research and Practice in Professional Writing (PWR 490)**
- **Research: Research and Practice in Professional Writing (PWR 490)**
- **Service: Civic Engagement through Professional Writing (PWR 390)**

Mission: The mission of this program is to develop students as effective professional writers in print and digital environments.

Description of Major: The Professional Writing and Rhetoric program consists of four over-arching components that will guide the program focus as well as students' coursework: Workplace Preparation, Rhetorical Sophistication, Research and Problem Solving, and Creative and Stylistic Ability. Additionally, courses within the program will be guided by three curricular structures. First, each course will help students investigate and gain expert knowledge from the field of Professional Writing and Rhetoric. Second, students will gain practical experience in this field through activity-based course assignments. Third, courses will support the university's commitment to service by instilling in students a sense of responsibility for the private and public good through effective workplace and civic communication practices.

Student Learning Outcomes:

- Develop strategies to evaluate and compose effective professional writing.
- Examine theories, genres, methods, and applications for effective workplace communication.
- Design documents for print and digital environments using principles of visual rhetoric.
- Use contemporary and emergent technologies relevant to professional writing environments.
- Practice writing for civic purposes.

Degree Preparation: This degree prepares students to enter professional fields that require effective written communication in print or digital environments. Students may pursue employment in corporate or non-profit arenas as writers, editors, media managers, technical communicators, grant writers, researchers, community organizers, web content developers, fundraisers, or corporate communicators. They may be hired by software companies, healthcare organizations, law firms, publishing companies, non-profit organizations, advertising or public relations firms, manufacturers, trade groups, media outlets, or other employers seeking to hire effective communicators. Students pursuing graduate education may consider programs in Professional or Technical Writing, Rhetoric and Composition, Law, Business, Media, or other related fields following completion of this degree.

PROFESSIONAL WRITING AND RHETORIC MAJOR REQUIREMENTS **39 crs.****REQUIRED PROFESSIONAL WRITING COURSES** **18 crs.**

PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)
PWR 240	VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)

PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
PWR 390	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)
PWR 490	RESEARCH AND PRACTICE IN PROFESSIONAL WRITING (W)	(3)

Other Required Courses **12 crs.**

ENG 212	ADVANCED COMPOSITION (W)	(3)
JRN 351	WRITING FOR THE NEWS MEDIA (W)	(3)
ENG 300	THE NATURE OF LANGUAGE	(3)
<i>or</i>		
ENG 307	ENGLISH GRAMMAR	(3)
ART 305	COMPUTER GRAPHIC DESIGN	(3)

Electives **9 crs.**

PWR		
280-289	SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC (W)	(3)
PWR		
380-389	ADVANCED SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC (W)	(3)
PWR 440	ADVANCED VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 470	INTERNSHIP IN PROFESSIONAL WRITING	(3)
ART 241	2D DESIGN AND LAYOUT I	(3)
ART 242	DESIGN AND COLOR II	(3)
ART 445	DIGITAL IMAGING	(3)
ENG 205	INTRODUCTION TO WRITING POETRY	(3)
ENG 206	INTRODUCTION TO WRITING FICTION (W)	(3)
	ANY ENG NUMBERED 300 OR HIGHER	(3-6)
JRN 237	INTRODUCTION TO MASS COMMUNICATIONS	(3)
JRN 353	FEATURE WRITING (W)	(3)
JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)
JRN 375	TRAVEL WRITING (W)	(3)
SPC 300	COMMUNICATION THEORY	(3)
SPC 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
SPC 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
SPC 391	PERSUASION	(3)

PROFESSIONAL WRITING AND RHETORIC MINOR

Required Courses **18 crs.**

PWR 210	INTRODUCTION TO PROFESSIONAL WRITING (W)	(3)
PWR 240	VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 350	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W)	(3)
PWR 360	INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W)	(3)
PWR 390	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)

Choose 3 credits from the following**PWR**

380-389	ADVANCED SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC (W)	(3)
PWR 440	ADVANCED VISUAL RHETORIC AND DOCUMENT DESIGN (W)	(3)
PWR 490	RESEARCH AND PRACTICE IN PROFESSIONAL WRITING (W)	(3)
JRN 351	WRITING FOR THE NEWS MEDIA (W)	(3)
ART 305	COMPUTER GRAPHIC DESIGN	(3)

Psychology (PSY)

Guy Boysen, Ph.D., Associate Professor of Psychology

gaboysen@mckendree.edu; (618) 537-6882

Tami Eggleston, Ph.D., Professor of Psychology;

Associate Dean for Institutional Effectiveness

tegglest@mckendree.edu; (618) 537-6859

J. L. Kemp, Psy.D., Professor of Psychology

jlkemp@mckendree.edu; (618) 537-6580

Gerald McDonnell, M.A., Instructor of Psychology

- Major: 36 credit hours
- Minor: 20-21 credit hours
- Major/Minor GPA required for graduation: 2.00

PROGRAM REQUIREMENTS:

- Capstone: Research Methods and Senior Thesis (W) (PSY496)
- Research: Research Methods and Senior Thesis (W) (PSY496)

Description of Major: Psychology is the scientific study of behavior and mental processes. It develops theories and discovers laws to understand, explain, predict, and change behavior.

Student Learning Outcomes: 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.

Degree Preparation: 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.

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.

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 and at least 9 of the 20 credits taken to meet minor requirements must be upper division credits. No more than four credit hours from PSY 350, PSY 355 and PSY 404 may be counted toward a psychology major or minor.

PSY 153 is a PREREQUISITE TO ALL PSYCHOLOGY COURSES.

PSYCHOLOGY MAJOR REQUIREMENTS		36 crs.
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 201	PSYCHOLOGY CORNERSTONE	(1)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 494	STATISTICS AND STATISTICAL SOFTWARE FOR THE BEHAVIORAL SCIENCES	(4)
PSY 496	RESEARCH METHODS AND SENIOR THESIS (W)	(4)
PSY 498	SENIOR SURVEY IN PSYCHOLOGY	(3)
	Additional Psychology electives	(16)

Additional courses strongly recommended for graduate school

MTH 310	STATISTICS	(4)
PSY 259	CHILD AND ADOLESCENT DEVELOPMENT (W)	(4)
PSY 275	BIOPSYCHOLOGY	(3)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
PSY 321	PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING	(4)
PSY 401	SOCIAL PSYCHOLOGY	(3)
PSY 417	THEORIES OF PERSONALITY	(4)

PSYCHOLOGY MINOR REQUIREMENTS		20-21 crs.
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(4)
	ADDITIONAL PSYCHOLOGY ELECTIVES	(8-9)

Public Relations Studies (PRS)

*Richard E. Murphy, Ph.D., Assistant Professor of Public Relations/
Speech Communication*

remurphy@mckendree.edu; (618) 537-6888

Betsy Gordon, Ph.D., Professor of Speech Communication

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

- **Tracks: Media Relations, Event Planning,
International Relations, Digital Media Management**

- **Major: 42 credit hours**
- **Minor: 18 credit hours**
- **Major/Minor GPA required for graduation: 2.25**

PROGRAM REQUIREMENTS:

- **Capstone: Seminar in Speech Communication (SPC 490)**
- **Research: Communication Research Methods (PRS 460)**
- **Service: Public Relations Techniques (W) (PRS 210)**

Mission: The public relations studies program at McKendree University provides students the opportunity to gain the understanding, skills, and experience necessary to engage in public relations.

Description of Major: A minimum of 42 credits is needed to complete the major, with at least 24 credits earned at McKendree University. The major includes a core of eight courses that emphasize the essential learning outcomes associated with the major. Additionally, students may choose a track to focus their understanding in specific contexts including media relations, event planning, international relations, digital media management, and general. Students in this program will be required to present a PR portfolio their graduating year. In addition to course work, the program encourages students to participate in promotions, publicity, community affairs, internal relations, writing, and special events planning.

The Public Relations Studies program also offers a minor, which emphasizes the fundamental elements of Public Relations, writing, and media relations. To minor in Public Relations Studies, students must complete a minimum of 18 credit hours, nine hours from the core courses and nine hours from electives.

Student Learning Outcomes:

Upon completion of this major, students will be able to:

- Write logically, clearly, persuasively, and precisely on a professional level.
- Engage in communication research, with a basic understanding of both qualitative and quantitative strategies.
- Develop, deliver, and critique effective oral presentations.
- Demonstrate high levels of interpersonal competence.
- Apply public relations theory to historic and contemporary public relations cases.
- Demonstrate sound ethical problem solving and decision making.
- Assemble a collection of public relations materials appropriate for display in a professional portfolio.

Degree Preparation: The Public Relations Studies degree prepares students for a career in public relations and related communication careers. The program also prepares students to enter graduate school in public relations and communication studies. Public relations specialists aim to generate a positive image for their client, including maintaining relationships with media professionals, developing campaigns, creating print and web-based materials, writing speeches, and managing digital media. Career opportunities in public relations include media relations, employee relations, public affairs, political campaigning, marketing communications, event planning, and fund-raising, among many others. Courses housed in the Public Relations Studies program emphasize theory, writing, public speaking, interpersonal communication, problem solving, and organizational skills.

PUBLIC RELATIONS STUDIES MAJOR REQUIREMENTS 42 crs.**CORE REQUIREMENTS 24 crs.**

PRS 200	PRINCIPLES OF PUBLIC RELATIONS	(3)
PRS 210	PUBLIC RELATIONS TECHNIQUES (W)	(3)
PRS 460	COMMUNICATION RESEARCH METHODS	(3)
JRN 237	INTRODUCTION TO MASS COMMUNICATIONS	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)
SPC 252	INTERPERSONAL COMMUNICATION (W)	(3)
SPC 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
SPC 490	SEMINAR IN COMMUNICATION	(3)

Select one of the following tracks: 9 designated + 9 elective hrs.

A. MEDIA RELATIONS 9 crs.

PRS 330	CRISIS AND CONFLICT	(3)
JRN 351	WRITING FOR NEWS MEDIA (W)	(3)
JRN 353	FEATURE WRITING (W)	(3)

B. EVENT PLANNING 9 crs.

PRS 320	CAMPAIGN AND EVENT PLANNING (W)	(3)
SPC 391	PERSUASION	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)

C. INTERNATIONAL RELATIONS 9 crs.

PRS 360	INTERNATIONAL PUBLIC RELATIONS	(3)
MKT 340	INTERNATIONAL BUSINESS	(3)
SPC 353	INTERCULTURAL COMMUNICATION	(3)

D. DIGITAL MEDIA MANAGEMENT 9 crs.

PRS 340	SOCIAL MEDIA AND PUBLIC RELATIONS	(3)
PWR 360	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING	(3)
JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)

E. GENERAL TRACK 9 crs.

Any combination of the above listed courses with advisor's permission.

As elective options, students may select any of the above courses not previously chosen and/or any of the following courses:

PRS		
380-390	TOPICS IN PUBLIC RELATIONS STUDIES	(3)
PRS 470	INTERNSHIP IN PUBLIC RELATIONS STUDIES	(3)
SPC 200	SMALL GROUP COMMUNICATION	(3)
SPC 210	ARGUMENTATIVE COMMUNICATION	(3)
SPC 300	COMMUNICATION THEORY	(3)
SPC 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
SPC 372	ETHICS AND COMMUNICATION	(3)

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SPC 375	GENDER AND COMMUNICATION	(3)
SPC 401	FREEDOM OF SPEECH	(3)
PWR 240	VISUAL RHETORIC AND DOCUMENT DESIGN	(3)
PWR 390	CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W)	(3)
PWR 440	ADVANCED VISUAL RHETORIC AND DOCUMENT DESIGN	(3)

PUBLIC RELATIONS STUDIES MINOR REQUIREMENTS	18 crs.
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CORE REQUIREMENTS	9 crs.
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PRS 200	PRINCIPLES OF PUBLIC RELATIONS	(3)
PRS 210	PUBLIC RELATIONS TECHNIQUES (W)	(3)
PRS 360	INTERNATIONAL PUBLIC RELATIONS	(3)

Electives	9 crs.
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PRS		
380-390	TOPICS IN PUBLIC RELATIONS STUDIES	(3)
PRS 320	CAMPAIGN AND EVENT PLANNING (W)	(3)
PRS 340	SOCIAL MEDIA AND PUBLIC RELATIONS	(3)
PWR 360	NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING	(3)
PRS 470	INTERNSHIP IN PUBLIC RELATIONS STUDIES	(3)
SPC 252	INTERPERSONAL COMMUNICATION (W)	(3)
SPC 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
SPC 391	PERSUASION	(3)

Religious Studies (REL)

Duane L. Olson, Ph.D., Professor of Religious Studies

dolson@mckendree.edu; (618) 537-6961

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.

The Religious Studies Major introduces students to the major world religions, while also focusing on Christianity, its sacred texts, and Christian theology. Within this framework, students have significant freedom to shape their program of study in the direction of their interest. Students can choose a more general analysis of the world religions or they can make a more intensive study of Christianity with their electives.

The Religious Studies Major helps prepare students for seminary studies and/or a career in Christian ministry. It also helps prepare students for academic graduate work in religious studies. The major stresses the development of skills in critical thinking, and oral and written communication. It involves significant use and analysis of diverse methodological perspectives to understand the phenomenon of religion,

and to interpret religious texts. 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.

Students pursuing seminary studies or Christian ministry 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 and maintain a GPA of 2.0 or higher.

All courses for the major and minor must be completed with a grade of C- or higher.

RELIGIOUS STUDIES MAJOR REQUIREMENTS 39 crs.

REL 210	LIVING RELIGIONS OF THE EAST	(3)
REL 211	LIVING RELIGIONS OF THE WEST	(3)
REL 230	INTRODUCTION TO CHRISTIANITY	(3)
REL		
215/315	RELIGION IN THE UNITED STATES	(3)
REL 340	OLD TESTAMENT	(3)
	<i>or</i>	
REL 345	NEW TESTAMENT	(3)
REL 330	HISTORY OF CHRISTIAN THOUGHT	(3)
	<i>or</i>	
REL 332	CONTEMPORARY CHRISTIAN THOUGHT	(3)
PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
	<i>or</i>	
REL 325	PHILOSOPHY OF RELIGION	(3)
	FOREIGN LANGUAGE	(6)
	Four electives in Religious Studies (at least two must be 300 or 400 level)	(12)

RELIGIOUS STUDIES MINOR REQUIREMENTS 18 crs.

REL 210	LIVING RELIGIONS OF THE EAST	(3)
REL 211	LIVING RELIGIONS OF THE WEST	(3)

One of the following:

REL 230	INTRODUCTION TO CHRISTIANITY	(3)
	<i>or</i>	
REL		
215/315	RELIGION IN THE UNITED STATES	(3)
	Three electives in religious studies (at least two must be at the 300 or 400 level)	(9)

Science Education

Feza Ozturk, Ph.D., Professor of Chemistry

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Myron C. Reese, Ph.D., Professor of Chemistry

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**Michele Schutzenhofer, Ph.D., Associate Professor of Biology;
Chair, Division of Science and Mathematics**

mrschutzenhofer@mckendree.edu; (618) 537-6934

Robb D. Van Putte, Ph.D., Professor of Biology

rdvanput@mckendree.edu; (618) 537-6930

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. All courses for the major must be completed with a grade of C or higher.

The student must complete the major with a minimum of a 2.75 grade point average.

SCIENCE EDUCATION MAJOR REQUIREMENTS 65-68 crs.

SCIENCE EDUCATION CORE REQUIREMENTS 32 crs.

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
CHE 105	COLLEGE CHEMISTRY I	(5)
CHE 106	COLLEGE CHEMISTRY II	(5)
ES 110	EARTH AND ASTRONOMICAL SCIENCE	(3)
PHY 211	GENERAL PHYSICS I	(4)
PHY 212	GENERAL PHYSICS II	(4)
SCE 210	CONCEPTS IN SCIENCE	(3)

Biology Emphasis 33 crs.

The core requirements plus the following:

BIO 211	GENETICS	(4)
BIO 300	BIOMEASUREMENT	(3)
BIO 303	ECOLOGY	(5)
BIO 313	CELLULAR BIOLOGY	(4)
BIO 220	EVOLUTION	(3)
CHE 150	PRINCIPLES OF ORGANIC CHEMISTRY	(4)
MTH 310	STATISTICS	(4)
	ADDITIONAL BIOLOGY ELECTIVES	(6)

Chemistry Emphasis 34-35 crs.

The core requirements plus the following:

CHE 205	ORGANIC CHEMISTRY I	(5)
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Courses of Study

CHE 206	ORGANIC CHEMISTRY II	(5)
CHE 300	ANALYTICAL CHEMISTRY/CHEMICAL ANALYSIS	(5)
CHE 303	PRINCIPLES OF PHYSICAL CHEMISTRY	(4)
BCH 303	PRINCIPLES OF BIOCHEMISTRY	(4)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
<i>or</i>		
BIO 303	ECOLOGY	(5)
MTH 210	CALCULUS I	(4)
MTH 211	CALCULUS II	(4)

Social Science

Neil Quisenberry, Ph.D., Professor of Sociology; Chair, Division of Social Sciences
pnquisenberry@mckendree.edu; (618) 537-6849

The Social Science Divisional Major may be selected as a general social science option or secondary school teaching licensure 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, law or divinity school. All courses for the major must be completed with a grade of C- or higher. For students pursuing an initial licensure in secondary education, all coursework taken towards licensure must be completed with a C or higher. Normally this major will require ten semesters to complete.

SOCIAL SCIENCE MAJOR REQUIREMENTS		53-62 crs.
SOCIAL SCIENCE CORE REQUIREMENTS		47 crs.
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)
<i>HIS</i>		
271/371	U.S. WOMEN'S HISTORY	(3)
<i>or</i>		
<i>HIS</i>		
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	INTRODUCTION TO PSYCHOLOGY*	(4)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(3)
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)

General Social Science (Does not lead to teaching certification) 12 crs.

HIS 372	AMERICAN ECONOMIC HISTORY	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)
SOC 270	SOCIAL PROBLEMS	(3)
SOC 360	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 WORLD POLITICS	(3)
PSI 300	CONGRESS	(3)
PSI 301	THE PRESIDENCY	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 309	PUBLIC POLICY	(3)

Psychology Emphasis 12 crs.

PSY 275	BIOPSYCHOLOGY	(4)
PSY 304	CROSS CULTURAL PSYCHOLOGY	(4)
PSY 401	SOCIAL PSYCHOLOGY	(4)

Sociology (SOC)

Melissa Barfield, Ph.D., Associate Professor of Sociology;
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- **Three Tracks: General Sociology, Criminal Justice and Social Work**
- **Major: 43 credit hours for each track**
- **Minor: 20 for general track; 21 credit hours for other tracks**
- **All courses for the major and minor must be completed with a grade of C- or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Sociological Analysis and Senior Thesis (SOC 498)**
- **Research: Methods of Social Research (SOC 496W)**

Description of Major:

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 Track:** 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 Track:** 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 Track:** 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.

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.

Student Learning Outcomes:

- Develop a greater understanding of the sociological perspective and the opportunity to develop their sociological imagination.
- Gain a better appreciation of social structure and its effect on social inequalities and the role of intersectionalities on human behavior.
- Develop skills in using sociological theory, research methods and analysis.
- Acquire a greater understanding of the reciprocal relationship between social change and human agency.
- Opportunity to engage in applied and experiential learning

Degree Preparation:

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.

SOCIOLOGY MAJOR REQUIREMENTS: General Track		43 crs.
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 270	SOCIAL PROBLEMS	(3)
SOC 340	SOCIAL CLASS AND INEQUALITY	(3)
<i>or</i>		
SOC 350	SOCIOLOGY OF GENDER	(3)
<i>or</i>		
SOC 360	RACE AND ETHNIC RELATIONS	(3)
SOC 400	SOCIOLOGICAL THEORY (W)	(4)
SOC 496	METHODS OF/SOCIAL RESEARCH (W)	(4)
SOC 498	SOCIOLOGICAL ANALYSIS	(4)

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MTH 310	STATISTICS	(4)
	Additional sociology electives	(18)

SOCIOLOGY MAJOR REQUIREMENTS: Criminal Justice Track **43 crs.**

Requirements for the general track plus:

SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)
SOC 220	JUVENILE DELINQUENCY	(3)
SOC 230	POLICE AND URBAN SOCIETY	(3)
<i>or</i>		
SOC 235	CORRECTIONAL INSTITUTIONS	(3)
SOC 371	SOCIOLOGY OF DEVIANCE	(3)
	Two additional sociology electives	(6)

SOCIOLOGY MAJOR REQUIREMENTS: Social Work Track **43 crs.**

Requirements for general track plus:

SOC 190	INTRODUCTION TO SOCIAL WORK	(3)
SOC 279	COMMUNITY ACTION/ORGANIZATION	(3)
SOC 375	SOCIAL WORK PRACTICUM	(3)
SOC 390	SOCIAL WELFARE POLICY	(3)
	Two additional sociology electives	(6)

Strongly recommended courses for Social Work Track

PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 450	CLINICAL AND COUNSELING PSYCHOLOGY	(4)
SPC 200	SMALL GROUP COMMUNICATION	(3)

SOCIOLOGY MINOR REQUIREMENTS: General Track **20 crs.**

SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 400	SOCIOLOGICAL THEORY (W)	(4)
SOC 496	METHODS OF SOCIAL RESEARCH (W)	(4)
	Additional upper-level sociology electives	(9)

SOCIOLOGY MINOR REQUIREMENTS: Criminal Justice Track **21 crs.**

SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)
SOC 220	JUVENILE DELINQUENCY	(3)
SOC 230	POLICE AND URBAN SOCIETY	(3)
<i>or</i>		
SOC 245	CORRECTIONAL INSTITUTIONS	(3)
SOC 340	SOCIAL CLASS AND INEQUALITY	(3)
<i>or</i>		
SOC 350	SOCIOLOGY OF GENDER	(3)
<i>or</i>		
SOC 360	RACE AND ETHNIC RELATIONS	(3)
SOC 371	SOCIOLOGY OF DEVIANCE	(3)
	Additional upper-level elective	(3)

SOCIOLOGY MINOR: Social Work Emphasis		21 crs.
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 190	INTRODUCTION TO SOCIAL WORK	(3)
SOC 270	SOCIAL PROBLEMS	(3)
SOC 340	SOCIAL CLASS AND INEQUALITY	(3)
<i>or</i>		
SOC 350	SOCIOLOGY OF GENDER	(3)
<i>or</i>		
SOC 360	RACE AND ETHNIC RELATIONS	(3)
SOC 390	SOCIAL WELFARE POLICY	(3)
Two upper-level sociology electives		(6)

Spanish (SPA)

Aurélie C. Capron, Ph.D., Associate Professor of Spanish

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In order to prepare students for a world that is becoming more economically interdependent and culturally diverse, the study of foreign languages allows students to communicate with persons from other cultures in professional and personal settings. Students gain an 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 and write another language. It has been proven that students studying a foreign language are better test takers and gain a better overall language awareness and an understanding of English grammar.

All incoming students with prior Spanish learning experience need to take a placement exam prior to registering for any course (contact the Foreign Language Department).

Up to 3 credit hours of CLEP or Advanced Placement Examination credit will be accepted toward the 18-hour minor requirement or the 30-hour major requirement. Credits for SPA 101 and SPA 102 do not count towards the minor or the major. Students can CLEP out of 101 and 102, but only CLEP credits for SPAN 220 would count towards the minor and the major. For information regarding transfer of credits see *Transfer of Credit* in this catalog.

For a language teaching endorsement to teach middle school, students need to take two courses from the School of Education: EDU 403 and EDU 404 and 18 hours of the language. The School of Education does not accept credits from CLEP. The School of Education does not offer a teaching endorsement for Secondary Education in Spanish.

In order to major in Spanish, students must complete a minimum of 30 credit hours (10 courses) at the 200-level and above. Prior to taking those 30 credits, all students need to have either taken or tested out of SPA 101 and SPA 102. In order minor in Spanish, students need to obtain 18 credit hours (6 courses) at the 200-level and above. Prior to taking those 18 credits, all students need to have either taken or tested out of SPA 101 and SPA 102. Note: Students pursuing a minor or major in Spanish must obtain a grade of C or higher in SPA 101, 102 and 220.

SPANISH MAJOR REQUIREMENTS		30 crs.
SPA 220	SPANISH LANGUAGE AND CULTURE III	(3)
SPA 300	SPANISH/LATIN AMERICAN CULTURE AND BEGINNING CONVERSATION	(3)
SPA 301	ADVANCED GRAMMAR AND COMPOSITION	(3)
SPA 302	ADVANCED CONVERSATION	(3)

Six of the following Spanish courses

SPA 303	ADVANCED GRAMMAR AND COMPOSITION II	(3)
SPA 310	SPANISH/LATIN AMERICAN HISTORY AND CIVILIZATION	(3)
SPA 311	SPANISH/LATIN AMERICAN FILMS	(3)
SPA 312	LATIN AMERICANS IN THE U.S.	(3)
SPA 320	INTRODUCTION TO SPANISH/LATIN AMERICAN LITERATURE AND LITERARY ANALYSIS	(3)
SPA 321	PANORAMA OF SPANISH/LATIN AMERICAN LITERATURE AND CULTURE I	(3)
SPA 322	PANORAMA OF SPANISH/LATIN AMERICAN LITERATURE AND CULTURE II	(3)
SPA 380-389	SPECIAL TOPICS IN SPANISH/ LATIN AMERICAN LITERATURE OR CULTURE	(3)
SPA 330	ADVANCED BUSINESS SPANISH	(3)
SPA 350	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I	(3)
SPA 351	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY II	(3)
SPA 480	INDEPENDENT STUDY	(3)

SPANISH MINOR REQUIREMENTS		18 crs.
SPA 220	SPANISH LANGUAGE AND CULTURE III	(3)
SPA 300	SPANISH/LATIN AMERICAN CULTURE AND BEGINNING CONVERSATION	(3)
SPA 301	ADVANCED GRAMMAR AND COMPOSITION	(3)

Three of the following Spanish courses

SPA 302	ADVANCED CONVERSATION	(3)
SPA 303	ADVANCED GRAMMAR AND COMPOSITION II	(3)
SPA 310	SPANISH/LATIN AMERICAN HISTORY AND CIVILIZATION	(3)
SPA 311	SPANISH/LATIN AMERICAN FILMS	(3)
SPA 312	LATIN AMERICANS IN THE U.S.	(3)
SPA 320	INTRODUCTION TO SPANISH/LATIN AMERICAN LITERATURE AND LITERARY ANALYSIS	(3)
SPA 321	PANORAMA OF SPANISH/LATIN AMERICAN LITERATURE AND CULTURE I	(3)
SPA 322	PANORAMA OF SPANISH/LATIN AMERICAN LITERATURE AND CULTURE II	(3)
SPA 380-389	SPECIAL TOPICS IN SPANISH/LATIN AMERICAN LITERATURE OR CULTURE	(3)

SPA 330	ADVANCED BUSINESS SPANISH	(3)
SPA 350	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I	(3)
SPA 351	LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY II	(3)
SPA 480	INDEPENDENT STUDY	(3)

Speech Communication (SPC)

Betsy Gordon, Ph.D., Professor of Speech Communication

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

**Richard E. Murphy, Ph.D., Assistant Professor of Public Relations/
Speech Communication**

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 University further enriches the program.

To major in speech communication, a student must complete a minimum of 30 hours in speech communication courses. 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		36 crs.
SPC 100	FUNDAMENTALS OF SPEECH COMMUNICATION	(3)
<i>or</i>		
SPC 220	PUBLIC SPEAKING	(3)
SPC 200	SMALL GROUP COMMUNICATION	(3)
SPC 252	INTERPERSONAL COMMUNICATION (W)	(3)
SPC 391	PERSUASION	(3)
SPC 490	SEMINAR IN SPEECH COMMUNICATION	(3)
	FOREIGN LANGUAGE	(6)
	Additional Speech electives	(15)

SPEECH COMMUNICATION MINOR REQUIREMENTS**18 crs.**

SPC 100 FUNDAMENTALS OF SPEECH COMMUNICATION (3)
 Plus 15 additional hours of speech communication courses

Theatre (THE)

Michelle Magnussen, M.F.A., Associate Professor of Theatre

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- Major: 42-69 credit hours
- Minor: 24 credit hours
- Major/Minor GPA required for graduation: 2.25

PROGRAM REQUIREMENTS:

- Upper Level Hours for Major: 15
- Capstone: Senior Project (THE 490)
- Practicum: Theatre Practicum (THE 215). All students pursuing the major or minor must enroll in THE 215 each semester. The course may be taken for zero or one credit in any given semester.

Mission: The mission of the McKendree University Theatre Department is to develop engaged student artists who understand the importance of collaboration, problem-solving, and risk-taking. Through a combination of classroom-based and hands-on work, students develop their knowledge, skills, and unique creative viewpoint.

Description of Major: The major in theatre gives students a wide background in history, acting, technical work, directing, and dramatic literature. Courses in the theater major build skills in critical thinking, analysis, interpretation, writing, design, production, and performance skills through a combination of theoretical and hands-on work. Through participation in departmental productions on campus, theatre students apply the skills gained in course-work and gain valuable experience.

Student Learning Outcomes:

Upon completion of the theatre major, students will be able to:

- Understand techniques in acting, directing, and design.
- Apply the above techniques in production.
- Identify the major historical periods and genres of world drama and discuss their contributions to contemporary theatre practice and technology.
- Analyze a script from both the performance and production perspective.
- Communicate effectively with an audience utilizing skills developed in movement, voice, interpretation, design, production, analysis, critical thinking, and writing.
- Work independently and as part of a group to meet deadlines, solve practical problems, and provide leadership for projects .

Degree Preparation: A major in theatre prepares students for graduate school or work in professional, educational, or community theatre. The discipline, collaboration, creativity, and communication required for successful completion of a theatre major are assets in many fields in the arts, education, and business.

Courses of Study

THEATRE MAJOR REQUIREMENTS **42-69 crs.**

COURSES REQUIRED OF ALL MAJORS **30-31 crs.**

THE 100	INTRODUCTION TO THEATRE	(3)
THE 111	ACTING I	(3)
THE 215	THEATRE PRACTICUM	(each semester 0 or 1)
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	THEATRE HISTORY I (W)	(3)
THE 351	THEATRE HISTORY II (W)	(3)
THE 490	SENIOR PROJECT	(3-4)
ENG 313	TOPICS IN SHAKESPEARE	(3)

Choose one of the following tracks

General Studies Track – minimum of 12 additional credit hours

ENG 201	SHAKESPEARE	(3)
MUS 375	HISTORY OF THE AMERICAN MUSICAL	(3)
MUS 376	BROADWAY: A REFLECTION OF AMERICA	(3)
	an additional 3 credits	

Acting Track – minimum of 12 additional credit hours

THE 212	ACTING II	(3)
THE 330	MOVEMENT IN PERFORMANCE	(3)
THE 340	STAGE SPEECH	(3)

An additional 3 credits from the following

THE 313	ACTING WORKSHOP	(1)
THE 430	ADVANCED MOVEMENT	(3)
THE 440	ADVANCED SPEECH	(3)

Technical Theatre Track – minimum of 12 additional credit hours

THE 319	ADVANCED PLAY PRODUCTION	(3)
THE 360	DESIGN FOR THEATRE	(3)
THE 390	JUNIOR PROJECT	(3)
	an additional 3 credits	

Musical Theatre Track – minimum of 39 additional credit hours

THE 212	ACTING II	(3)
THE 330	MOVEMENT IN PERFORMANCE	(3)
THE 340	STAGE SPEECH	(3)
DAN 110	BEGINNING MODERN DANCE	(3)
DAN 120	BEGINNING BALLET	(3)
DAN 230	BROADWAY STYLE JAZZ	(3)
MUE 154	CONCERT CHOIR	(each semester 0 or 1)

MUL

101-102,
201-202,
301-302,
401-402

APPLIED VOICE (10 credits total)
(1.5 credit lessons first two semesters and two semesters
preceding Senior Project; 1 credit 4 semesters)

MUL 198	FIRST YEAR GATE JURY	(0)
MUS 100	PERFORMANCE LAB	(0)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	AURAL SKILLS LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	AURAL SKILLS LAB II	(1)
MUS 375	HISTORY OF THE AMERICAN MUSICAL	(3)

THEATRE MINOR REQUIREMENTS**24 crs.**

THE 100	INTRODUCTION TO THEATRE	(3)
THE 111	ACTING I	(3)
THE 215	THEATRE PRACTICUM	(each semester 0 or 1)
THE 219	PLAY PRODUCTION – SET AND LIGHTING	(3)
THE 221	PLAY PRODUCTION – COSTUME AND MAKE-UP	(3)
THE 250	DRAMATIC LITERATURE	(3)
THE 320	DIRECTING	(3)
ENG 201	SHAKESPEARE	(3)
<i>or</i>		
ENG 313	TOPICS IN SHAKESPEARE	(3)

Plus a minimum of three hours from among the following

ANY ADDITIONAL THEATRE COURSE		
ENG 201	SHAKESPEARE	(3)
ENG 313	TOPICS IN SHAKESPEARE	(3)
MUS 375	HISTORY OF THE AMERICAN MUSICAL	(3)
MUS 376	BROADWAY: A REFLECTION OF AMERICA	(3)

SCHOOL OF BUSINESS

MAKE YOUR MARK



The School of Business offers a Bachelor of Business Administration degree in:

- Accounting
- Business Administration
- Economics
- Economics and Finance
- Human Resource Management
- Management
- Marketing
- Sport Management

(Please see the Interdisciplinary Majors and Minors section of the catalog.)

Please note that the School of Business also offers a Master of Business Administration (MBA) degree. Please see a graduate catalog or visit the website for more information regarding the MBA.



MCKENDREE
UNIVERSITY

Accounting (ACC)

Jeffry Brasel, M.B.A., Instructor of Accounting and Finance

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Terese Kasson, M.S.B.A., C.P.A.,

Instructor of Accounting; Faculty Athletic Representative

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- **Major: 70 credit hours**
- **Minor: 21 credit hours**
- **Major/Minor GPA required for graduation: 2.25**
- **All courses for the major and minor must be completed with a grade of C- or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Business Strategy and Policy (BUS 450)**
- **Research: Research in Accounting Theory (ACC 431)**

Description of Major: The accountant's role in business decision making has expanded, making accounting one of the fastest growing fields in education and business. Career opportunities include employment in corporations as financial or managerial accountants, with opportunities for promotion into executive roles. Careers in taxation, audit or governmental accounting provide employment opportunities for graduates of the program.

McKendree University provides students with opportunities to grow into professionals, utilizing small class size and accessible faculty dedicated to assisting students with all aspects of the academic process. The university provides each student with a faculty advisor who is available to guide the student through the program and to work with the student to assure success in the accounting program.

Student Learning Outcomes:

Accounting students will develop an understanding of accounting which will enable them to:

- make decisions about the presentation of financial data
- analyze managerial and cost data,
- gain an understanding of the audit function,
- assess the reliability of data.
- develop oral and written communication skills and critical thinking skills
- focus on professional development and the skills needed for a successful career as an accountant or financial executive.

Degree Preparation: The accounting program at McKendree University is designed to prepare the student for a professional career in corporate, public, or non-profit accounting. Upon graduation, the student will have the skills needed to pursue a higher degree or seek employment in one of many opportunities open in the field. For students who plan to sit for the Uniform CPA Examination, additional hours beyond McKendree University's graduation requirements may be earned by taking additional courses (as specified by each state) to reach the 150 hour requirement to sit for the exam. In Illinois, the additional hours may be at the graduate or undergraduate level.

Courses of Study

ACCOUNTING MAJOR: 70 crs.

Business core requirements 37 crs.

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I (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 450	BUSINESS STRATEGY AND POLICY	(3)

Courses of Study

Accounting Major Requirements 33 crs.

ACC 305	INTERMEDIATE ACCOUNTING I	(3)
ACC 306	INTERMEDIATE ACCOUNTING II	(3)
ACC 307	INTERMEDIATE ACCOUNTING III	(3)
ACC 330	MANAGERIAL COST ACCOUNTING	(3)
ACC 352	TAXATION OF INDIVIDUALS	(3)
ACC 354	TAXATION OF BUSINESS ENTITIES	(3)
ACC 401	ADVANCED FINANCIAL ACCOUNTING	(3)
ACC 421	AUDITING	(3)
ACC 431	RESEARCH IN ACCOUNTING THEORY	(3)
MGT 354	BUSINESS COMMUNICATIONS	(3)
MGT 424	BUSINESS ETHICS	(3)

ACCOUNTING MINOR: 21 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 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ACC 305	INTERMEDIATE ACCOUNTING I	(3)
ACC 330	MANAGERIAL COST ACCOUNTING	(3)
	Plus at least six hours in additional 300/400 level accounting electives	(6)

Business Administration (BUS)

Peter Sigiols, Ph.D., Associate Professor of Business Administration

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John Watters, Ph.D., Associate Professor of Economics; Chair, School of Business

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The major in business administration is the most flexible program offered within the School of Business. 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 advisor, 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 at least three of the functional areas of business (Accounting, Economics, Finance, Human Resource Management, Management, Marketing, and Sport Management).

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.

BUSINESS ADMINISTRATION MAJOR:		52 crs.
Business core requirements		37 crs.
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
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)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 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, Finance, Human Resource Management, Management, Marketing, Sport Management; no more than two of the following HRM courses (HRM 410, HRM 430, or HRM 440). Students must take courses from 3 or more functional areas.	(12)

BUSINESS ADMINISTRATION MINOR: **21 crs.**

The minor in business administration is available only to students majoring in a non-business area. To receive a minor, the student must complete the required courses listed below and nine hours of electives from three of the functional areas of business (Accounting, Economics, Finance, Human Resource Management, Management, Marketing, and Sport Management).

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 205	PRINCIPLES OF MARKETING	(3)

Economics (ECO)

Eric Abrams, Ph.D., Associate Professor of Economics
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John Watters, Ph.D., Associate Professor of Economics; Chair, School of Business
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Economics students focus on the study of the allocation of resources with an emphasis on personal, business, and public sector decision making. Students will be able to use economic 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 provides a solid academic base and opens a number of career options. These career options include position in commercial banking, the securities business, financial planning, governmental agencies and consulting. The economics major also provides a sound foundation for post graduate studies in economics, business administration, law and public policy. Students interested in graduate studies in economics are advised to complete a number of upper level mathematics courses beyond calculus or complete an undergraduate major in mathematics.

To receive a Bachelor of Business Administration degree in Economics, 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.

ECONOMICS MAJOR: 58 crs.**Business core requirements 37 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
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)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

Economics Major Requirements: 21 crs.

ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
ECO 410	ECONOMETRICS	(3)
	Plus four Economics electives	(12)

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)
	Plus two Economics electives	(6)

ECONOMICS ELECTIVES

ECO 320	ECONOMICS OF SPORT	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
ECO 352	LABOR ECONOMICS	(3)
ECO 380	TOPICS IN ECONOMICS	(3)
ECO 410	ECONOMETRICS	(3)
ECO 450	CURRENT ECONOMIC ISSUES (W)	(3)
ECO 470	INTERNSHIP IN ECONOMICS	(3)
ECO 480	INDEPENDENT STUDY IN ECONOMICS	(3)
HIS 372	AMERICAN ECONOMIC HISTORY	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY (W)	(3)

Economics and Finance (ECO/FIN)

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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.

ECONOMICS AND FINANCE MAJOR		58 crs.
Business core requirements		37 crs.
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
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)
<i>or</i>		

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ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

Economics and Finance major requirements **21 crs.**

ECO 309	MONEY AND BANKING	(3)
ECO 353	MANAGERIAL ECONOMICS	(3)
FIN 355	INVESTMENTS	(3)
FIN 360	FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)	(3)
	Plus three Economics or Finance electives at least two of which must be at the 300-400 level.	(9)

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: **21 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 which can include ECO 410 and either ACC 352 or ACC 354. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
FIN 308	PRINCIPLES OF BUSINESS FINANCE	(3)
FIN 355	INVESTMENTS	(3)
FIN 360	FINANCIAL MANAGEMENT – APPLICATIONS AND CASES (W)	(3)
	and two additional upper level Finance courses.	(6)
	ACC 230 is recommended for students completing this minor.	

ECONOMICS AND FINANCE ELECTIVES

ACC 352	TAXATION OF INDIVIDUALS	(3)
	<i>or</i>	
ACC 354	TAXATION OF BUSINESS ENTITIES	(3)
ECO 309	MONEY AND BANKING	(3)
ECO 320	ECONOMICS OF SPORT	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
ECO 352	LABOR ECONOMICS	(3)

ECO 380	TOPICS IN ECONOMICS	(3)
ECO 410	ECONOMETRICS	(3)
ECO 450	CURRENT ECONOMIC ISSUES	(3)
ECO 470	INTERNSHIP IN ECONOMICS	(3)
ECO 480	INDEPENDENT STUDY IN ECONOMICS	(1-3)
FIN 306	CONSUMER FINANCE	(3)
FIN 320	BUDGETING AND FINANCE OF SPORT	(3)
FIN 355	INVESTMENTS	(3)
FIN 357	INTERNATIONAL FINANCE	(3)
FIN 380	TOPICS IN FINANCE	(3)
FIN 470	INTERNSHIP IN FINANCE	(3)
FIN 480	INDEPENDENT STUDY IN FINANCE	(1-3)

Human Resource Management (HRM)

Donna Ulrich, M.B.A., Instructor of Human Resource Management

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The Human Resource Management program focuses on integrated learning experiences in which students develop problem solving and team building skills. The program is designed for students who desire a broad understanding of business operations with an intense focus on the area of Human Resource Management. This specific course of study will equip students with the highly sought after skills required for success in HR while completing the strategic circle through courses in organizational management. Throughout the Human Resource Management program, students will gain insight into ethical and business problem solving issues through courses incorporating individual and group work, written assignments, and oral presentations.

The McKendree University Bachelor of Business Administration in Human Resource Management (BBA-HRM) program is designed to meet the needs of the working adult.

The course work component of the degree in Human Resource Management (HRM) presents the building blocks of theory and application that focus on core business principles, personnel management and retention, employee and labor relations, diversity management, and organizational development.

There are three components of the Human Resource Management Degree Program:

1. The Undergraduate Core Curriculum (Liberal Arts/General Education)
2. The Business Division Core Requirements (Business Administration)
3. The Human Resource Management Degree Major Requirements

HUMAN RESOURCE MANAGEMENT MAJOR **57 crs.**

Business core requirements **37 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)

BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
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)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

Human Resource Management major requirements		20 crs.
MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 334	HUMAN RESOURCE MANAGEMENT	(3)
SPC 370	TRAINING AND DEVELOPMENT	(3)
HRM 410	DIVERSITY AND CHANGE MANAGEMENT (W)	(3)
HRM 430	BENEFITS AND COMPENSATION	(4)
HRM 440	EMPLOYMENT LAW	(4)

Management (MGT)

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Elisabeth A. Erickson, Ph.D., Assistant Professor of Sport Management

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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.

MANAGEMENT MAJOR **58 crs.**

Business core requirements **37 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
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)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

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.

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)
MGT/		
MKT 316	SUPPLY CHAIN MANAGEMENT	(3)
ECO 352	LABOR ECONOMICS	(3)
or		
ECO 353	MANAGERIAL ECONOMICS	(3)
HRM 410	DIVERSITY AND CHANGE MANAGEMENT (W)	(3)
or		
HRM 430	BENEFITS AND COMPENSATION	(4)
or		
HRM 440	EMPLOYMENT LAW	(4)
MGT 340	INTERNATIONAL BUSINESS	(3)
MGT 350	SMALL BUSINESS MANAGEMENT	(3)
MGT 354	BUSINESS COMMUNICATIONS	(3)
MGT		
380-389	TOPICS IN MANAGEMENT	(1-3)
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)
SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)

Marketing (MKT)

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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 University 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.

MARKETING MAJOR **58 crs.**

Business core requirements **37 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 303	BUSINESS LAW I	(3)
<i>or</i>		
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)
<i>or</i>		
ACC 220	ACCOUNTING INFORMATION SYSTEMS	(3)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

Marketing major requirements **21 crs.**

MKT 305	CONSUMER BEHAVIOR	(3)
MKT 410	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 410	MARKETING RESEARCH	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)
	Plus two 300/400 level marketing electives	(6)

Marketing electives

ECO 353	MANAGERIAL ECONOMICS	(3)
MGT/		
MKT 316	SUPPLY CHAIN MANAGEMENT	(3)
MGT 334	HUMAN RESOURCES MANAGEMENT	(3)
MKT 315	MARKETING CHANNELS	(3)
MKT 320	PERSONAL SELLING	(3)
MKT 325	SPORT MARKETING	(3)
MKT 330	PRINCIPLES OF RETAILING	(3)
MKT 340	INTERNATIONAL BUSINESS	(3)
MKT 350	SMALL BUSINESS MANAGEMENT	(3)
MKT		
380-389	TOPICS IN MARKETING	(1-3)
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)

SCHOOL OF EDUCATION

MAKE YOUR MARK



The School of Education offers the opportunity for licensure in the following areas:

- Elementary Education
- Special Education/Elementary Education
- Middle School Education
- Secondary Education
- Special Areas K-12 Education

A non-licensure major in:

- Educational Studies

Please note that the School of Education also offers Master's, Specialist, and Doctoral degrees. Please see a graduate catalog or visit the website for more information regarding these programs.



MCKENDREE
UNIVERSITY

School of Education (EDU)

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Mission: It is the mission of the School of Education at McKendree University to prepare teachers and other education professionals as Lifelong Learners, Caring Practitioners, and Knowledgeable Professionals.

Vision: Supported by this mission, it is the vision of the School of Education at McKendree University that in its preparation of educators who are Knowledgeable Professionals, Caring Practitioners, and Lifelong Learners, the School will provide the leadership to enable graduates to meet the ever changing diverse demands placed upon the schools in the region it serves.

Description of Majors

The Teacher Education Programs at McKendree University offer applicants the opportunity to prepare for teaching licensure in the State of Illinois. Licensure programs are offered for Elementary Education, Secondary Education, and Special K-12 (Art, Music and Physical Education). Because the faculty in 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 faculty also believe 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 university classroom instruction into practical teaching skills.

Requirements for Admission to the Teacher Education Program

Each applicant must complete the requirements listed below for acceptance into the Teacher Education Program:

1. Pass the Test of Academic Proficiency or have a composite score of 22 or higher on the ACT with a score of 16 or higher in writing, 19 or higher if taken before September 2015, or have a score of 1030 or higher (critical reading and mathematics) on the SAT within the last 10 years.
2. Have a minimum cumulative GPA of 2.75 for all coursework accepted in transfer and all coursework completed at McKendree University.
3. Complete ENG 111 and 112 with a grade of C or higher.
4. Complete two Mathematics courses (based on program requirements) with a grade of C or higher.
5. Complete EDU 115 – Technology in the Classroom or MUED 200 – Music Classroom Technology and EDU 210 – Introduction to Teaching with a grade of C or higher.
6. Complete Science and Social Science coursework required for licensure with a grade of C or higher.
7. Pass a criminal background check and TB test in accordance with the Illinois State Board of Education requirements.
8. Complete the e-form Application for Admission to the Teacher Education Program.
9. Receive approval by the Council on Teacher Education (COTE) for admittance to the program.

Requirements for Retention in the Program

To remain in a Teacher Education Program, candidates must:

- Maintain a minimum cumulative 2.75 GPA in all coursework
- Complete Professional Education courses with a grade of C or higher
- Receive satisfactory ratings on Dispositions evaluations by faculty
- Earn satisfactory ratings on cooperating teacher and university supervisor evaluations

Requirements for Student Teaching

To student teach in a Teacher Education Program, candidates must:

- Meet all retention standards listed above
- Complete all required coursework for program
- Meet all background and health requirements set forth by ISBE and school districts
- Pass the appropriate Illinois Content-area Examination
- Submit application for student teaching by deadline specified in the Teacher Education Handbook
- Pass faculty review process
- Receive approval by COTE to student teach

Requirements for Program Completion

To complete a Teacher Education Program, candidates must:

- Meet all prior requirements listed above
- Complete Professional Education courses with a grade of C or higher
- Complete student teaching with a grade of C or higher
- Pass the edTPA as required by the State of Illinois
- Receive approval by COTE for entitlement

Requirements for Professional Educator Licensure

McKendree University teacher education candidates who complete an approved Teacher Education Program and meet all of the requirements established by the Illinois State Board of Education may qualify for a Professional Educator License in the areas of Elementary Education, Special Education/Elementary Education, Middle School Education, Secondary Education, and Special K-12 (Art, Music and Physical Education).

Teacher education candidates completing an approved Illinois Teacher Education Program qualify for a Professional Educator License by passing the Test of Academic Proficiency or achieving the minimum acceptable score on the ACT/SAT, passing the appropriate test(s) of subject matter knowledge, and the edTPA (EDU 499). Each License 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.

Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the Illinois State Preparation and Licensure Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation. A candidate must have earned a grade of "C" or better in all course work applied toward licenses/endorsements.

All candidates for licensure are required to successfully pass state-mandated examinations in basic skills, a content area, and the edTPA (EDU 499) before licensure is granted. It is required that students pass the Test of Academic Proficiency or achieve the minimum acceptable score on the ACT/SAT prior to admission to the Teacher Education Program, and pass the content area exam before the student teaching semester. It is required that students pass the Assessment of Professional Teaching (APT) Exam and edTPA (EDU 499) for program completion. **Registration information and study guides for the examinations are available on the Illinois Licensure Testing System website (www.il.nesinc.com).**

Elementary Education

- Major: 73 credit hours
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or higher.

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 495) and edTPA (EDU 499)
- Practica: Field I, Field II and Field III (EDU 461, 462 and 463)

Elementary Education Major Requirements

A. GENERAL EDUCATION	58-62 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 and 112)	(6-8)
PUBLIC SPEAKING (SPC 220)	(3)

Courses of Study

2. Mathematics and Science **19-22 crs.**

ALGEBRA FOR EDUCATORS (MTH 123)	(3)
STATISTICS (MTH 310)	(4)
SCIENCE (Life, physical, and earth sciences must be represented. One class must be a lab class.)	(9-12)
COMPUTER SCIENCE (EDU 115) (fulfills computer competency in the general education program)	(3)

3. Humanities **12-15 crs.**

LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3-4)

4. Social Sciences **13 crs.**

AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(4)
ONE ADDITIONAL SOCIAL SCIENCE COURSE	(3)
U.S. HISTORY (HIS 261 <i>or</i> 262)	(3)

5. Health and Physical Development **3 crs.**

HEALTH (HPE 158)	(3)
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B. PROFESSIONAL EDUCATION (Elementary) **73 crs.**

EDU 115	TECHNOLOGY INTEGRATION INTO THE ELEMENTARY CURRICULUM (fulfills Computer Competency in the General Education Program)	(3)
EDU 205	MULTICULTURAL EDUCATION (fulfills cross cultural studies in the general education program)	(3)
EDU 210	INTRODUCTION TO TEACHING (W)	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 401	METHODS OF TEACHING IN FINE ARTS (ELEM.)	(3)
SPE 405	CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	(3)
EDU 409	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 420	THE LEARNING ENVIRONMENT	(3)
EDU 429	CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS	(3)
EDU 430	EARLY LITERACY	(3)
EDU 435	METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)	(3)
EDU 441	TEACHING ELEMENTARY MATHEMATICS	(3)
EDU 442	TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 445	LEARNING AND TEACHING LANGUAGE ARTS (W)	(3)
EDU 446	METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
EDU 460	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS	(2)
EDU 461	FIELD I (ELE)	(1)
EDU 462	FIELD II (ELE)	(2)
EDU 463	FIELD III (ELE)	(3)

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EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 495	STUDENT TEACHING (ELEM.)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

Special Education/Elementary Education Dual Licensure

- **Major: 94 credit hours**
- **Major GPA required for graduation: 2.75**
- **All courses for the major must be completed with a grade of C or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Student Teaching (EDU 493 and SPE 493) and edTPA (EDU 499)**
- **Practica: Field I, Field II, Field III, and Field IV (EDU 461, SPE 462, EDU 463, and SPE 464)**

Note: This dual licensure program requires one extra semester beyond that of the elementary education licensure program.

Special Education/Elementary Education Major Requirements

A. GENERAL EDUCATION	58-62 crs.
<hr/>	
1. Basic Skills 9-11 crs.	
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ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
PUBLIC SPEAKING (SPC 220)	(3)
2. Mathematics and Science 19-22 crs.	
<hr/>	
ALGEBRA FOR EDUCATORS (MTH 123)	(3)
STATISTICS (MTH 310)	(4)
SCIENCE (Life, physical, and earth sciences must be represented. One class must be a lab class.)	(9-12)
COMPUTER SCIENCE (EDU 115) (fulfills computer competency in the general education program)	(3)
3. Humanities	12-15 crs.
<hr/>	
LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3-4)
4. Social Sciences	13 crs.
<hr/>	
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(4)
ONE ADDITIONAL SOCIAL SCIENCE COURSE	(3)
U.S. HISTORY (HIS 261 <i>or</i> 262)	(3)
5. Health and Physical Development	3 crs.
<hr/>	
HEALTH (HPE 158)	(3)

B. PROFESSIONAL EDUCATION**94 crs.****(Special Education/Elementary Education)**

EDU 115	TECHNOLOGY INTEGRATION INTO THE ELEMENTARY CURRICULUM (fulfills computer competency in the general education program)	(3)
EDU 205	MULTICULTURAL EDUCATION (fulfills cross cultural studies in the general education program)	(3)
EDU 210	INTRODUCTION TO TEACHING (W)	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 401	METHODS OF TEACHING IN FINE ARTS (ELEMENTARY)	(3)
EDU 409	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	(3)
EDU 420	THE LEARNING ENVIRONMENT	(3)
EDU 429	CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS	(3)
EDU 430	EARLY LITERACY	(3)
EDU 435	METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)	(3)
EDU 441	TEACHING ELEMENTARY MATHEMATICS	(3)
EDU 442	TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 445	LEARNING AND TEACHING LANGUAGE ARTS (W)	(3)
EDU 446	METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
EDU 460	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS	(2)
EDU 461	FIELD I (ELE)	(1)
EDU 463	FIELD III (ELE)	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 493	STUDENT TEACHING (ELEMENTARY)	(7)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)
SPE 400	FOUNDATIONS OF SPECIAL EDUCATION	(2)
SPE 405	CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	(3)
SPE 410	BEHAVIOR MANAGEMENT	(3)
SPE 420	COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION	(2)
SPE 430	LANGUAGE DEVELOPMENT	(2)
SPE 440	ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES	(3)
SPE 462	FIELD II (ELE)	(2)
SPE 464	FIELD IV	(3)
SPE 492	ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION	(3)
SPE 493	STUDENT TEACHING (SPE)	(7)
SPE 494	METHODS OF TEACHING STUDENTS WITH DISABILITIES	(3)

Middle School Education

- Major: Varies by requirements of content area major
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or higher.

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 492) and edTPA (EDU 499)
- Practica: EDU 464, 465 and 466

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Middle School Education Major Requirements:

A. GENERAL EDUCATION	54-60 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (SPC 220)	(3)
2. Mathematics and Science	18 crs.
(2) MATHEMATICS COURSES (one must be MTH 150 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	12-15 crs.
LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE	(3-4)
4. Social Sciences	12-13 crs.
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3-4)
CROSS CULTURAL STUDIES course	(3)
U.S. HISTORY	(3)
5. Health and Physical Development	3 crs.
HEALTH (HPE 158)	(3)
6. Completion of Major Requirements	
B. PROFESSIONAL EDUCATION (Middle School)	59 crs.
EDU 115 TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (3) (fulfills computer competency in the general education program)	(3)
EDU 210 INTRODUCTION TO TEACHING	(3)
EDU 205 MULTICULTURAL EDUCATION	(3)
EDU 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 403 MIDDLE SCHOOL PHILOSOPHY AND PRACTICES	(3)
EDU 404 EARLY ADOLESCENTS AND SCHOOLING	(3)
EDU 409 INSTRUCTIONAL PLANNING	(3)
EDU 412 METHODS OF TEACHING READING/WRITING IN THE CONTENT AREAS FOR MIDDLE/HIGH SCHOOL	(3)
E DR 410 ADOLESCENT LITERATURE	(3)
EDU 420 THE LEARNING ENVIRONMENT	(3)
EDU 458 ASSESSING STUDENT LEARNING	(3)
SPE 405 CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	(3)
EDU 4XX SPECIAL METHODS IN AREA OF TEACHING MAJOR	(3)
EDU 464 FIELD EXPERIENCE I (MIDDLE SCHOOL)	(1)
EDU 465 FIELD EXPERIENCE II (MIDDLE SCHOOL)	(2)

Courses of Study

EDU 466	FIELD EXPERIENCE III (MIDDLE SCHOOL)	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 492	STUDENT TEACHING (MIDDLE SCHOOL)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

C. ELECTIVES

Additional credits are electives and must be enough to reach a total of 120 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. MIDDLE SCHOOL TEACHING MAJOR

At the middle school level, students must complete the required coursework for at least one of the following content areas: Mathematics, Science, Social Science or English/Language Arts. Coursework for each content area is listed below.

MIDDLE SCHOOL MATHEMATICS 21 crs.

MTH 150	QUANTITATIVE LITERACY	(3)
MTH 133	PRECALCULUS	(4)
MTH 210	CALCULUS I	(4)
MTH 301	COLLEGE GEOMETRY	(3)
MTH 310	STATISTICS	(4)
MTH 375	DISCRETE MODELS	(3)
	MTH ELECTIVE (if needed to obtain 21 credit hours)	(3)

MIDDLE SCHOOL SCIENCE 20-24 crs.

BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 111	PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY	(4)
CHE 105	COLLEGE CHEMISTRY I	(5)
<i>or</i>		
ES 110	EARTH AND ASTRONOMICAL SCIENCE	(3)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
<i>or</i>		
PHY 211	GENERAL PHYSICS	(4)
ES 105	INTRODUCTION TO EARTH SCIENCE	(4)
<i>or</i>		
PHY 101	ASTRONOMY	(3)
	SCIENCE ELECTIVE	(3)

MIDDLE SCHOOL SOCIAL SCIENCE 21-22 crs.

PSI 101	AMERICAN POLITICS	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
<i>or</i>		
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
	INTRODUCTION TO GEOGRAPHY	(3)
HIS 261	US HISTORY TO 1865	(3)
HIS 262	US HISTORY SINCE 1865	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(3-4)
	SOCIAL SCIENCE ELECTIVE	(3)

MIDDLE SCHOOL ENGLISH/LANGUAGE ARTS		23 crs.
ENG 111	ENGLISH I: ACADEMIC WRITING	(4)
ENG 112	ENGLISH II: RESEARCH AND WRITING	(4)
ENG 300	THE NATURE OF LANGUAGE	(3)
ENG 307	ENGLISH GRAMMAR	(3)
ENG 361	WRITING PEDAGOGY	(3)
ENG 303, 304, 309 or 310		(3)
ENG 235, 237, or 252-255		(3)

Secondary Education

- Major: Varies by requirements of content area major
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or higher.

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 496 and edTPA (EDU 499)
- Practica: Field experiences embedded in EDU 310 and content-area methods courses

Secondary Education Major Requirements

A. GENERAL EDUCATION	54-60 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 and 112)	(6-8)
SPEECH (SPC 220)	(3)
2. Mathematics and Science	18 crs.
(2) MATHEMATICS COURSES (one must be MTH 150 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	12-15 crs.
LITERATURE	(3-4)
PHILOSOPHY or RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, or DANCE	(3-4)
4. Social Sciences	12-13 crs.
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3-4)
CROSS CULTURAL STUDIES course	(3)
U.S. HISTORY	(3)
5. Health and Physical Development	3-4 crs.
HEALTH (HPE 158)	(2-3)

RECREATIONAL ACTIVITIES (2 different activities-
All teacher candidates must complete this requirement) (1-2)

6. Completion of Major Requirements

B. PROFESSIONAL EDUCATION (Secondary) 40 crs.

EDU 115	TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (3) (fulfills computer competency in the general education program)	(3)
EDU 210	INTRODUCTION TO TEACHING	(3)
EDU 310	METHODS OF TEACHING IN THE SECONDARY SCHOOL	(3)
<i>or</i>		
EDU 311	METHODS OF TEACHING IN SPECIAL AREAS (K-12)	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
SPE 405	CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	(3)
EDU 4XX	SPECIAL METHODS IN AREA OF TEACHING MAJOR	(3)
EDU 412	METHODS OF TEACHING READING/WRITING IN THE CONTENT AREAS FOR MIDDLE/HIGH SCHOOL	(3)
EDU 490	STUDENT TEACHING SEMINAR	(3)
EDU 496	STUDENT TEACHING (SEC.) OR EDU 497 (K-12)	(14)
EDU 499	TEACHING PERFORMANCE ASSESSMENT	(0)

C. ELECTIVES

Additional credits are electives and must be enough to reach a total of 120 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 be from one of the state-approved teaching areas identified below. The credit hours 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. English Language Arts
2. Mathematics
3. Science (Biology Emphasis or Chemistry Emphasis)
4. Social Science (History Emphasis [May be completed as a major in History or a major in Social Sciences], Political Science Emphasis, Psychology Emphasis)

Special K-12 Education

- Major: Varies by requirements of content area major
- Major GPA required for graduation: 2.75
- All courses for the major must be completed with a grade of C or higher

PROGRAM REQUIREMENTS:

- Capstone: Student Teaching (EDU 497) and edTPA

■ **Practica: Field experiences embedded in EDU 310 and content-area methods courses**

McKendree University has been approved by the Illinois State Board of Education and the Illinois State Preparation and Licensure Board to offer courses leading to the Professional Education License in the areas of Visual Arts, Music and Physical Education. **The Special K-12 License is valid for teaching in grades kindergarten through grade twelve (12) in public schools in the subject area of the endorsement.**

The general education and professional education course programs leading to the Special K-12 Professional Educator License are identical with those delineated in the requirements for a Professional Educator License endorsed in Secondary Education 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. Candidates seeking special licensure in physical education and art education are required to take EDU 115, 210, 311, 412, 497, 498, 499, and SPE 405. Candidates seeking special licensure in music education are required to take MUED 200, EDU 210, 412, 497, 499, and SPE 405. 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 Art Education, Music Education 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 earn a minimum of 120 credit hours for graduation and meet all degree requirements for their chosen major.

Educational Studies

- **Major: Varies**
- **Major GPA required for graduation: 2.75**
- **All courses for the major must be completed with a grade of C or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Internship (EDU 470)**
- **Practica: Field experiences embedded in EDU 310 or 409**

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 setting that does not require nor lead to teacher licensure.

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 and can provide the preparation and context within which numerous careers in education may be developed.

Educational Studies Major Requirements

A. General Education	57-63 crs.
1. Basic Skills	9-11 crs.
ENGLISH (ENG 111 <i>and</i> 112)	(6-8)
SPEECH (SPC 220)	(3)
2. Mathematics and Science	16-17 crs.
(2) MATHEMATICS COURSES (One must be MTH 150 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) (fulfills computer competency in the general education program)	(3)
3. Humanities	15-17 crs.
LITERATURE	(3-4)
PHILOSOPHY <i>or</i> RELIGION	(3-4)
ETHICS	(3)
ART, MUSIC, THEATRE, <i>or</i> DANCE (Coursework must be in at least two of the four areas of visual and performing arts)	(6)
4. Social Sciences	12-13 crs.
AMERICAN POLITICS (PSI 101)	(3)
INTRODUCTION TO PSYCHOLOGY (PSY 153)	(3-4)
CROSS CULTURAL STUDIES	(3)
U.S. HISTORY	(3)
5. Health and Physical Development	3-4 crs.
HEALTH (HPE 158)	(2-3)
RECREATIONAL ACTIVITIES (2 different activities required)	(1-2)
6. Area of Specialization	18 crs.

In addition to the above requirements, candidates 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, GENERAL SCIENCE, HISTORY, MATHEMATICS, MUSIC, PHILOSOPHY, PSYCHOLOGY, POLITICAL SCIENCE, SOCIAL SCIENCES (coursework in two or more areas – Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology) SOCIOLOGY, SPANISH, and THEATRE. 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 **17 crs.**

EDU 115	TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (fulfills computer competency in the general education curriculum)	(3)
EDU 210	INTRODUCTION TO TEACHING	(3)
EDU 350	EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING	(3)
EDU 470	INTERNSHIP IN EDUCATIONAL SERVICES	(3-8)

C. EDUCATIONAL STUDIES CONCENTRATION **15 crs.**

Select from the following courses.

*(Courses marked with * require admission to the Teacher Education Program)*

EDU 409	INTRODUCTION INTO INSTRUCTIONAL PLANNING AND DELIVERY*	(3)
EDU 310	METHODS OF TEACHING IN THE SECONDARY SCHOOLS*	(3)
EDU 355	PSYCHOLOGY OF INSTRUCTIONAL STRATEGIES	(3)
EDU 458	ASSESSING STUDENT LEARNING	(3)
EDU 380-389	TOPICS IN EDUCATION	(1-3)
EDU 401	METHODS OF TEACHING IN FINE ARTS (ELEM.)	(3)
EDU 403	MIDDLE SCHOOL: PHILOSOPHY AND PRACTICES	(3)
EDU 404	EARLY ADOLESCENTS AND SCHOOLING*	(3)
EDU 429	CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS*	(3)
EDU 460	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS*	(2)
EDU 480-489	TOPICS IN EDUCATION	(1-3)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(4)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
PSY 404	EARLY ADOLESCENTS AND SCHOOLING	(3)
PSY 406	PSYCHOLOGY OF THE EXCEPTIONAL CHILD	(4)
<i>or</i>		
SPE 405	CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	(3)

D. ELECTIVE COURSES **24-28 crs.**

Courses to be selected from at least two fields of study.

This major requires a minimum of 30 upper level hours (9 in the area of specialization, 9 in professional education and 12 in the concentration).

SCHOOL OF NURSING AND HEALTH PROFESSIONS

MAKE YOUR MARK



The School of Nursing and Health Professions offers the following majors and minors:

- Athletic Training
- Health Promotion and Wellness
- Nursing
- Physical Education
- Exercise Science and Sports Performance
- Occupational Therapy*
- Coaching
- Sport Management*
- Sports Performance

* Please see the Interdisciplinary Majors and Minors section of the catalog. Please note that the School of Nursing and Health Professions also offers Master's degrees in Nursing and Clinical Mental Health Counseling. Please see a graduate catalog or visit the website for more information about these programs.



MCKENDREE
UNIVERSITY

Athletic Training (ATH)

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

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

Michael Hughes, M.D., Team Physician; Clinical Instructor

Brian Klostermann, M.D., Team Physician; Clinical Instructor

Robert Dizes, PAC, MPAS, Board Certified Physician Assistant; Clinical Instructor

- Major: 93.5 credit hours
- Major GPA required for graduation: 3.00/2.75
- All courses for the major must be completed with a grade of C or higher.

PROGRAM REQUIREMENTS:

- Capstone: Seminar in Athletic Training (ATH 490)
- Research: Research Topics in Athletic Training (ATH 404)

Current students and prospective students are encouraged to visit the Athletic Training website at <http://www.mckendree.edu/academics/info/nursing-health/health/athletic-training/index.php>

Mission: The mission of the McKendree University undergraduate Athletic Training program is to provide a comprehensive, progressive educational and clinical foundation to prepare students for a variety of entry-level positions in athletic training.

Goals: The program encompasses academic studies and clinical education experience that will help the individual student develop the ability to think

critically, solve problems and communicate effectively. This preparation along with successfully passing the BOC certification examination will qualify students for entry-level positions in athletic training.

Student Learning Outcomes:

At the completion of the program students will be able to:

- Demonstrate a strong cognitive foundation through the development of higher level thinking skills.
- Demonstrate psychomotor skills required of an entry-level athletic trainer to care for patients throughout the lifespan.
- Utilize personal reflection pertaining to the discipline of athletic training.
- Incorporate effective communication skills to professional practice.
- Demonstrate evidence-based research skills to incorporate into professional practice. Be prepared to pass the Board of Certification (BOC) Examination and become certified athletic trainers.

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

Program Description: Athletic Trainers (ATs) are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic Trainers work in a variety of settings including: secondary schools, colleges and universities, hospitals, sports medicine clinics, law enforcement, military, professional sports, occupational health and performing arts.

Academic preparation involves proficiency in eight different content areas. Each content area contains specific knowledge and skills that students must understand and apply. Content knowledge and skills for the various content areas are then practiced and refined through didactic and clinical training.

The overall health of the student must be adequate to enable the student to demonstrate the specific knowledge, skills, foundational behaviors and clinical integration proficiencies (CIP) required by the NATA Professional Education Council (PEC) in order to enter and complete the program. After acceptance into the program all students must undergo a physical examination sponsored by the university. 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, HBV and tetanus vaccination, orthopedic and general medical evaluation. Any student who has not received HBV immunization will have the opportunity to undergo HBV testing sponsored by the university after acceptance into the program.

Students who are considering application are directed to read the "Technical Standards" located on the McKendree University Athletic Training website.

Students who choose to participate in intercollegiate athletics or other intensive extra-curricular activities will be on a five year curriculum plan.

Procedures for acceptance in the athletic training program: The admission application deadline is April 1. Students generally enter as sophomores; however transfer student admission is possible. Students wishing to transfer to McKendree University 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 University Athletic Training website.

The application is made electronically through the athletic training website and includes the following:

1. Application form.
2. Three recommendations: Two from faculty who have had the student in class (non-ATE faculty) and one personal recommendation (not immediate family).
3. Technical Standards Form.

Additional requirements:

1. Current GPA of 3.00 and a cumulative GPA of 2.75.
2. Complete the following four courses with a grade of B or higher: HPE 158, PED 206 (all applicants must provide a copy of CPR/PR or BLS, First Aid, Epipen, and Emergency Oxygen cards), ATH 208, and BIO 308 or 309.
3. Complete 35 hours of directed observation through ATH 100 (applicants must provide a copy of BPT card).
4. Complete an interview with the Athletic Training Selection Committee.

ALL APPLICANTS WILL BE NOTIFIED ELECTRONICALLY BY JUNE 1st 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.castlebranch.com. Costs are incurred by students for this process. For complete policy information visit the athletic training program website.

Continued enrollment in the athletic training program:

1. All students must maintain a minimum of 3.00 current grade point average, cumulative grade point average of 2.75 and grades of C or higher in the major courses (hours may be restricted if GPA falls below minimum requirements).
2. All students must renew their Red Cross BLS every two years.
3. All students must obtain a total of 1200 clinical hours. These hours are obtained through the following clinicals: ATH 250A, 251A, 310, 315, and 402 as well as optional clinicals. Students are encouraged to participate in clinical experiences outside of McKendree University requirements by participating in 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 standardized clinical exams with a minimum passing point of 70% for ATH 230, 75% for ATH 330, and 80% for ATH 430. Exams will begin in the fall of the 2nd Professional Year. Exams must be completed in order beginning with ATH 230. Students are allowed a maximum of

two attempts per exam each semester and must register for these exams through the registration process.

6. Students who elect to stay an additional semester and have already completed ATH 402 and 490 must register and take ATH 471. A passing score of 70% or better is required for graduation.

ATHLETIC TRAINING MAJOR REQUIREMENTS		93.5 crs.
ATH 100	DIRECTED OBSERVATION	(.5)
BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	(3)
HPE 158	HEALTH AND WELLNESS	(3)
PED 206	FIRST AID	(2)
ATH 200	MEDICAL TERMINOLOGY	(3)
HPE 200	FOUNDATIONS OF HUMAN MOVEMENT	(3)
ATH 208	PRINCIPLES OF ATHLETIC TRAINING	(3)
HPE 300	NUTRITION	(3)
ATH 230	FIRST STANDARDIZED CLINICAL EXAM	(0)
ATH 250	EVALUATION AND ASSESSMENT OF LOWER EXTREMITY AND LUMBAR SPINE	(3)
ATH 250A	EVALUATION AND ASSESSMENT I CLINICAL	(2)
HPE 250	TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(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 (W)	(4)
ATH 263	THERAPEUTIC REHAB APPLICATION TECHNIQUES	(2)
ATH 300	CASE STUDIES IN ATHLETIC TRAINING	(2)
ATH 310	OFF-SITE CLINICAL EXPERIENCE	(3)
ATH 315	GENERAL MEDICAL/PATHOLOGY CLINICAL	(2)
ATH 330	SECOND STANDARDIZED CLINICAL EXAM	(0)
ATH 335	ATHLETIC TRAINING COMPREHENSIVE KNOWLEDGE EXAM I	(0)
ATH 349	PHYSIOLOGY OF EXERCISE	(3)
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
ATH 357	ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS AND CURRICULA	(3)
PED 365	MOTOR DEVELOPMENT	(3)
ATH 370	ATHLETIC TRAINING COMPREHENSIVE KNOWLEDGE EXAM II	(0)
ATH 402	EQUIPMENT INTENSIVE CLINICAL	(3)
PED 403	KINESIOLOGY (W)	(3)
PED 404	MOTOR LEARNING	(3)
ATH 404	RESEARCH TOPICS IN ATHLETIC TRAINING (W)	(2)
ATH 430	THIRD STANDARDIZED CLINICAL EXAM	(0)
ATH 490	SEMINAR IN ATHLETIC TRAINING	(3)
MTH 310	STATISTICS	(4)

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)
HPE 325	SUPPLEMENTS AND SPORTS NUTRITION (W)	(3)

Health Promotion and Wellness (HPE)

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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.

A teaching major (Type 09 or 10) as well as health education endorsement coursework and successfully passing the Health Content Area Test allows students to teach health education in grades 6 through 12 in the State of Illinois, as well as for a number of other professional and wellness-related positions.

Students completing a Secondary Health Education Endorsement or a Health and Wellness Major or Minor must complete the coursework with a minimum of a 2.50 cumulative grade point average and grades of "C" or better in the required courses. The Pass/Fail option may not be chosen for a course fulfilling a major or minor requirement.

Students majoring in Health and Wellness must complete the required major core classes and then choose one of the following four track options:

The **Fitness** track will prepare students who wish to work in a gym or training facility, YMCA, or skill development setting. They will work with groups or individuals. It will prepare students to sit for a variety of certification exams including CSCS, ISSNS, and wellness coach. The focus of this professional would be primarily fitness, nutrition, and performance.

The **Worksite** track will prepare students who are interested in working in a corporate or other work environment. They will be prepared to work within a business

setting to establish a program that benefits the employees as well as helping the company to increase productivity, reduce health-related costs, absenteeism, and presenteeism. In addition, it will prepare students to sit for a variety of certification exams including CSCS, ISSNS, and wellness coach.

The **Government/Community** track will prepare students to work in the public health arena. They might seek jobs with local, state, or national health departments, in programs on military facilities, or internationally. In these settings, they may be working with diverse populations to plan, implement, and evaluate programs of all types.

The **Clinical** track is for students who are planning to work in hospitals, clinics, voluntary health agencies, or who are planning to continue their education to become nurses, physical therapists, and dietitians.

Mission

The mission of the Health Promotion and Wellness department is 1) to provide quality educational experiences both in the classroom and in the field; 2) to offer educational programs which are designed to facilitate and support student development so that students will become proficient in their knowledge and understanding of health promotion and wellness content and theory, and competent in their ability to plan, implement, lead, and evaluate strategies designed to promote health and wellness with diverse populations; and 3) to prepare graduates for careers in schools, health care facilities, worksites, colleges and universities, and other health and wellness-related venues or for continued educational pursuits at the graduate level upon successful completion of the educational programs.

Educational Outcomes

Students will:

1. Demonstrate an understanding of the multiple dimensions of health and wellness and the interrelationship of those dimensions.
2. Demonstrate an awareness and understanding of the uniqueness of diverse populations in regard to health and wellness needs and priorities.
3. Comprehend concepts related to health promotion, disease prevention, and wellness to enhance overall health and wellbeing.
4. Analyze the influence of family, peers, culture, media, technology, and other factors on health and wellness behaviors.
5. Demonstrate the use of decision-making and goal-setting skills to enhance health and wellbeing.
6. Be able to assess individual and community needs for health education.
7. Be able to plan, implement, and administer health education and wellness strategies, interventions, and programs based upon sound health and wellness philosophical and theoretical constructs.
8. Be able to conduct evaluation and research related to health education and wellness.
9. Be able to demonstrate the ability to access valid information, products, and services to enhance health and wellness in order to serve as a health education and wellness resource person.
10. Demonstrate the ability to use interpersonal communication skills to enhance health and wellness and to avoid or reduce risk to wellbeing.

11. Be able to communicate and advocate for personal, family, and community health, health education, and wellness.
12. Demonstrate the ability to practice health and wellness-enhancing behaviors and avoid or reduce risk to wellbeing.

Secondary Health Education Endorsement:

To earn a secondary endorsement in Health Education, the student must complete 33 hours from the Health Promotion and Wellness course offerings. Recommended courses include: HPE 158, 200, 250, ATH 200, PED 206, HPE 210, 212, 214, 300, 400, 410 and 460. (Students must also take and pass the Health content area test)

HEALTH AND WELLNESS MAJOR	84 hrs.
Health and Wellness Core Requirements	69 hrs.
BIO 101 INTRODUCTORY BIOLOGY	(4)
<i>or</i>	
BIO 110 PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308 HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309 HUMAN ANATOMY AND PHYSIOLOGY II	(5)
HPE 158 HEALTH AND WELLNESS	(3)
ATH 200 MEDICAL TERMINOLOGY	(3)
HPE 200 FOUNDATIONS OF HUMAN MOVEMENT	(3)
PED 157 FOUNDATIONS OF HEALTH PROFESSIONS	(3)
PED 206 FIRST AID	(2)
HPE 210 TECHNOLOGY IN HEALTH AND WELLNESS	(3)
HPE 214 PRINCIPLES AND FOUNDATIONS OF HEALTH EDUCATION AND WELLNESS	(3)
HPE 250 TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(2)
HPE 300 HUMAN NUTRITION	(3)
PSY 153 INTRODUCTION TO PSYCHOLOGY	(4)
PSY 211 STRESS MANAGEMENT	(3)
HPE 390 ADMINISTRATIVE SKILLS IN HEALTH AND WELLNESS	(3)
HPE 410 EVALUATION IN HEALTH EDUCATION AND WELLNESS	(3)
HPE 420 PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W)	(3)
HPE 450 PROGRAMS IN COMMUNITY HEALTH	(3)
HPE 470 INTERNSHIP IN HEALTH PROMOTION AND WELLNESS	(8)
HPE 490 SEMINAR IN HEALTH EDUCATION	(3)

HEALTH AND WELLNESS TRACKS –

choose 15 hours from the courses listed below in the track chosen:

FITNESS

HPE 212 DRUG EDUCATION	(3)
<i>or</i>	
ATH 353 PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
HPE 281 HUMAN DISEASES	(3)
HPE 301 ADVANCED HUMAN NUTRITION (W)	(3)
HPE 325 SUPPLEMENTS AND SPORTS NUTRITION (W)	(3)
PED 349 PHYSIOLOGY OF EXERCISE	(3)

Courses of Study

HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)
HPE 435	READINGS IN HEALTH AND WELLNESS	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(4)

WORKSITE

MGT 204	PRINCIPLES OF MANAGEMENT	(3)
HPE 212	DRUG EDUCATION	(3)
<i>or</i>		
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION (W)	(3)
SPM 320	PRINCIPLES OF SPORTS MANAGEMENT	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)
HPE 435	READINGS IN HEALTH AND WELLNESS	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(4)

GOVERNMENT/COMMUNITY

HPE 212	DRUG EDUCATION	(3)
<i>or</i>		
ATH 353	PHARMACOLOGY OF ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION (W)	(3)
HPE 370	HEALTH CARE IN THE U.S.	(3)
PSY 370	PSYCHOLOGY OF HUMAN SEXUALITY	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 400	THE SCHOOL HEALTH PROGRAM (W)	(3)
HPE 435	READINGS IN HEALTH AND WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)

CLINICAL TRACK

HPE 212	DRUG EDUCATION	(3)
<i>or</i>		
ATH 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
HPE 281	HUMAN DISEASES	(3)
HPE 301	ADVANCED HUMAN NUTRITION (W)	(3)
HPE 325	SUPPLEMENTS AND SPORTS NUTRITION (W)	(3)
HPE 370	HEALTH CARE IN THE U.S.	(3)
HPE 375	THE BRAIN AND LEARNING	(3)
HPE 379	EMPLOYEE HEALTH AND WORKSITE WELLNESS	(3)
HPE 430	HEALTH AND WELLNESS COACHING	(3)

6 hours of electives to meet pre-requisites for graduate school

HEALTH AND WELLNESS MINOR REQUIREMENTS		34 hrs.
HPE 158	HEALTH AND WELLNESS	(3)
ATH 200	MEDICAL TERMINOLOGY	(3)
HPE 200	FOUNDATIONS OF HUMAN MOVEMENT	(3)
PED 206	FIRST AID	(2)
HPE 210	TECHNOLOGY IN HEALTH AND WELLNESS	(3)
HPE 214	PRINCIPLES AND FOUNDATIONS OF HEALTH EDUCATION AND WELLNESS	(3)
HPE 250	TESTS AND MEASUREMENTS OF HEALTH PROFESSIONS	(2)
HPE 300	HUMAN NUTRITION	(3)
HPE 410	EVALUATION IN HEALTH EDUCATION AND WELLNESS	(3)
HPE 420	PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (W)	(3)
HPE 435	READINGS IN HEALTH AND WELLNESS	(3)
HPE 450	PROGRAMS IN COMMUNITY HEALTH	(3)

The student may also opt to follow the guidelines described in this handbook for the Individually-Designed Minor. Students must complete the minor with a minimum of a 2.50 cumulative grade point average and grades of "C" or better in the minor courses.

Nursing (NSG)

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- **Major: 31 credit hours**
- **Major GPA required for graduation: 2.00**
- **All courses for the major must be completed with a grade of C- or higher.**

PROGRAM REQUIREMENTS:

- **Capstone: Practicum in Leadership and Management (NSG 472)**
- **Writing Intensive: Research Application in Practice (W) (NSG 367);
Concepts of Leadership and Management (W) (NSG 471)**
- **Service: Practicum in Population Based Care (NSG 452)**

Mission: The mission of the Nursing Division is to provide students with the knowledge and skills needed to develop their nursing practice. Students in the Nursing Division are prepared to apply the philosophies, theories, research, and skills from the liberal arts, and the discipline of nursing to their own practice with a baccalaureate or master's degree.

Goals: The goal of the RN to BSN program at McKendree University is to facilitate the educational advancement of Registered Nurses to further enhance safe, quality patient care. Graduates are prepared for careers that positively impact society, both locally and globally. The BSN completion program builds on the core competencies and core knowledge the student brings from previous academic nursing programs, and expands on professional nursing values and practices resulting in a deeper and broader scope of professional practice and professional role identity. Graduates of the program are generalists with the necessary base for graduate education and continuing professional development to be leaders in practice and the nursing profession.

BSN Aggregate Outcomes: Upon completion of the program, the student will be able to:

1. Demonstrate critical thinking skills by integrating knowledge from various disciplines.
2. Synthesize knowledge from the art and science of nursing to improve quality and safety in patient care throughout the lifespan.
3. Analyze the effects of social, cultural, political, and environmental components on health status.
4. Utilize assessment to plan nursing care for individuals, families, groups, and communities.
5. Demonstrate inter-professional communication/collaboration skills.
6. Apply leadership principles to professional practice.
7. Incorporate nursing research into evidence-based nursing practice.

Accreditation: The Division of Nursing offers a Bachelor of Science in Nursing (BSN) degree accredited by the Commission on Collegiate Nursing Education (CCNE). Information regarding CCNE accreditation may be obtained from the American Association of Colleges of Nursing, One Dupont Circle, NW, Suite 530, Washington, DC 20036. Phone (202) 463-6930.

Program Description: 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 Lebanon, Louisville, and Radcliff campuses, as well as various off-campus sites in Illinois and Kentucky.

Procedures for acceptance into the nursing program

The applicant must submit the following:

1. Application for admission to the university 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 unencumbered license as a registered nurse;
4. Current CPR certification;
5. Proof of immunizations or appropriate titers against Tdap, measles, mumps, rubella, varicella, hepatitis B, and influenza;
6. TB skin test or chest x-ray results.
7. Successfully completed state background check in all states of residence for the past seven years. 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 participate in nursing practicum, students must provide a copy of current RN license, yearly TB skin test or chest x-ray results, current CPR certification, proof of an approved criminal background check, and proof of required immunity/immunizations. All courses for the major and must be completed with a grade of C or higher. 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. Students may only repeat a maximum of two required nursing courses to remain in the program. Students must successfully complete HIPAA training prior to participating in any clinical courses.

Degree Requirements:

1. Complete a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation date;
2. Complete two writing intensive courses.
3. Complete a minimum of the final 32 credits from McKendree University;
4. Complete a minimum of 40 credits at the junior/senior level (courses numbered 300 or above);
5. Complete a minimum of 120 credit hours with a minimum cumulative grade point average (GPA) of 2.0;
6. Complete all degree requirements within eight (8) years of matriculation; *and*
7. Complete the general education and nursing major requirements below.

BEHAVIORAL SCIENCES	6 crs.
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PSYCHOLOGY	(3)
SOCIOLOGY	(3)

MATHEMATICS AND SCIENCE (in addition to Pathophysiology) (INCLUDING ONE LAB COURSE)	16 crs.
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STATISTICS	(3-4)
COMPUTER SOFTWARE (3 COMPUTER APPLICATIONS)	(3)
ANATOMY <i>and</i> PHYSIOLOGY, MICROBIOLOGY <i>or</i> COMPETENCY <i>and</i> , CHEMISTRY <i>or</i> COMPETENCY (INCLUDING ONE LAB COURSE)	(9-10)

Courses of Study

Ethics 3 crs.

PHI 391	BIOMEDICAL ETHICS	(3)
<i>or</i>		
NSG 405	ETHICAL/LLEGAL ISSUES IN NURSING	(3)

Additional general education requirements 18 crs.

FINE ARTS		(3)
PHILOSOPHY <i>or</i> RELIGION		(3)
HISTORY, ECONOMICS <i>or</i> POLITICAL SCIENCE		(3)
LITERATURE		(3)
ENGLISH I		(3)
ENGLISH II		(3)
<i>or</i>		
NSG 307	WRITING FOR NURSES	(3)

Speech communication competency will be achieved by integrating speech requirements across the nursing curriculum.

NURSING MAJOR REQUIREMENTS 31 crs.

NSG 351	HEALTH ASSESSMENT AND PATHOPHYSIOLOGY I	(3)
NSG 352	HEALTH ASSESSMENT AND PATHOPHYSIOLOGY II	(4)
NSG 366	CONCEPTS IN RESEARCH	(3)
NSG 367	RESEARCH APPLICATION IN PRACTICE (W)	(4)
NSG 404	DIVERSITY IN HEALTHCARE DELIVERY	(3)
NSG 451	CONCEPTS OF POPULATION BASED CARE	(4)
NSG 452	PRACTICUM IN POPULATION BASED CARE	(3)
NSG 471	CONCEPTS OF LEADERSHIP AND MANAGEMENT (W)	(4)
NSG 472	PRACTICUM IN LEADERSHIP AND MANAGEMENT	(3)

Nursing electives 28-29 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 309	SPIRITUALITY IN NURSING	(3)
NSG 310	INTRODUCTION TO NURSING BUDGETS	(3)
NSG 311	NURSING CARE OF THE OLDER ADULT	(3)
NSG 315	THEORETICAL MODELS OF NURSING PRACTICE	(2)
NSG 316	CRITICAL THINKING FOR NURSES	(3)
NSG 321	HOLISTIC NURSING	(3)
NSG 330	COUNSELING FOR HEALTH PROFESSIONALS	(3)
NSG 335	METHODS OF TEACHING IN NURSING PRACTICE	(3)
NSG 355	HEALTH POLICY AND ECONOMICS	(3)
NSG 361	NURSING AND THE LAW	(3)
NSG 405	ETHICAL/LLEGAL ISSUES IN NURSING PRACTICE	(3)
NSG 430	HISTORICAL DEVELOPMENT OF NURSING	(3)

RN to MSN Program

The nursing division also offers an RN to MSN program. Students must have a minimum of a 3.25 GPA for admission into the RN to MSN program. Students will be admitted as undergraduates and will shift to graduate status at the appropriate point in the curriculum. Students must meet all the procedures for acceptance into the undergraduate program. Students may participate in graduation at the BSN and MSN levels as they successfully complete each program. Students will be allowed to complete 6 hours of graduate studies during the undergraduate level with the graduate studies meeting the MSN requirements. Students may choose to opt out of the program at the BSN level without penalty. A student must have a 3.0 GPA to continue in the MSN program following BSN course completion. Students successfully admitted into the RN to MSN program will not be required to apply to the MSN program. Students in the RN to MSN program may have 7 hours (3 courses) of the MSN courses waived (NSG 502, 503, and/or 504) provided they meet all eligibility requirements. For a student to receive credit, he or she must earn a letter grade of at least an A- in NSG 404, 405, and/or 451.



Physical Education (PED) and Exercise Science and Sports Performance

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- **Major: 71.5-76.5 hours – Exercise Science and Sports Performance (includes general education courses); 84 hours for Physical Education (includes professional education courses)**
- **Minor: Coaching minor 37 hours; Sports Performance 40 hours**
- **Major/Minor GPA required for graduation: 2.50**
- **All courses for the major and/or minor must be completed with a grade of C or higher**

Program Requirements:**■ Exercise Science and Sports Performance –**

1. **Capstone: Seminar for Exercise Science and Sports Performance (PED 492) and Internship in Exercise Science and Sports Performance (PED 470)**
2. **Research: Evaluation and Research in Exercise Science and Sport (PED 405)**

■ Physical Education –

1. **Capstone: Seminar in Physical Education (PED 490), Student Teaching (EDU 497), Student Teaching Seminar (EDU 490), Teaching Performance Assessment (EDU 499)**
2. **Research: Evaluation and Research in Exercise Science and Sport (PED 405)**

Mission Statement: The mission of the Department of Physical Education, Exercise Science and Sports Performance is to facilitate the teaching of exercise concepts, through the application of current research on the acquisition/development of human movement skill across the lifespan.

Description of Physical Education Major: Students interested in teaching physical education will develop skills, knowledge and techniques required of contemporary K-12 physical educators. Physical Education majors must complete the teacher education certification 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. The student must complete the physical education major with a minimum of a 2.50 cumulative grade point average and grades of “C” or better in the major courses. All majors must achieve an 80% (B) or better on all activity course skills tests in addition to the required achievement of a grade of “B” or better in each activity course. These classes include PED 114-125. All majors must also complete professional education requirements listed in the School of Education program including successful completion of Teaching Performance Assessment (EDU 499).

Description of Exercise Science and Sports Performance Major: Students not interested in seeking teacher certification will complete a major in Exercise Science and Sports Performance. This major will build the foundation for students interested in careers in the field of Exercise Science and Sports Performance. Completion of this major will also make students eligible to receive the following additional certifications: American Red Cross First Aid/CPR Instructor, Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association as well as the Health Fitness Specialist and Personal Trainer certifications through the American College of Sports Medicine (ACSM). Students may also be eligible for Clinical Certifications through the ACSM. The Pass/Fail option may not be chosen for a course fulfilling a major or minor requirement.

Student Learning Outcomes

All students will:

- Demonstrate knowledge of rules, strategies, and appropriate skill progressions for sport, exercise, and physical activity.
- Identify the lifetime benefits associated with regular participation in physical activity.
- Advocate for participation in health-enhancing lifetime physical activity on campus.
- Recognize risks and prevent unsafe practices associated with participation in physical activity.
- Perceive the affective benefits of life-long participation in physical activity which include self-expression, positive self-esteem, and social interaction with others.
- Integrate learning in all three domains: psychomotor, cognitive, and affective.
- Possess excellent communication and organizational planning skills to meet the needs of an ever-changing global culture of learners.
- Hold professional memberships in organizations which advocate for lifelong opportunities for all individuals through exercise and physical activity.

Degree Preparation: The Physical Education degree prepares students to teach in both the elementary and secondary school setting and to obtain a K-12 Special teaching license in the state of Illinois.

The Exercise Science and Sports Performance degree prepares students to teach and/or coach in the community and school settings, and to obtain professional certifications recognizable in athletic, exercise, and/or fitness professions.

EXERCISE SCIENCE AND SPORTS PERFORMANCE		77.5-82.5 hrs.
	RECREATIONAL ACTIVITIES	(2)
	Students may choose from the following activities: Yoga, Yoga II, Golf, Bowling, Badminton, Tennis, Principles of Strength Training, Principles of Endurance, and Advanced Strength Training.	
BIO 101	INTRODUCTORY BIOLOGY	(4)
or		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
PED 108	MOVEMENT, BALANCE and FLEXIBILITY	(.5)
HPE 158	HEALTH AND WELLNESS	(3)
HPE 200	FOUNDATIONS OF HUMAN MOVEMENT	(3)
HPE 300	NUTRITION	(3)
ATH 200	MEDICAL TERMINOLOGY	(3)
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	(3)
PED 202	PSYCHOLOGY OF COACHING	(3)
or		
PED 465	SPORT AND HEALTH PSYCHOLOGY	(3)
PED 206	FIRST AID	(2)

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HPE 250	TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(3)
SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
PED 348	SPECIAL POPULATIONS IN SPORT AND EXERCISE (W)	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 356	INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITY	(3)
PED 357	ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS	(3)
PED 365	MOTOR DEVELOPMENT	(3)
PED 403	KINESIOLOGY (W)	(3)
PED 404	MOTOR LEARNING	(3)
PED 405	EVALUATION AND RESEARCH IN EXERCISE SCIENCE AND SPORT	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(4)
PED 456	HEALTH FITNESS SPECIALIST EXAM REVIEW AND REGISTRATION	(0)
PED 457	CSCS EXAM REGISTRATION	(0)
PED 460	FIRST AID/CPR/AED INSTRUCTOR	(2)
PED 470	INTERNSHIP IN EXERCISE SCIENCE AND SPORTS PERFORMANCE	(3-8)
PED 492	SEMINAR FOR EXERCISE SCIENCE AND SPORTS PERFORMANCE (Taken concurrently with Internship)	(2)

PHYSICAL EDUCATION MAJOR REQUIREMENTS

64.5 hrs.

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
PED 108	MOVEMENT, BALANCE AND FLEXIBILITY	(.5)
PED 109	YOGA	(.5)
PED 116	BADMINTON	(.5)
PED 117	TENNIS	(.5)
PED 125	PRINCIPLES OF ENDURANCE	(.5)
PED 157	FOUNDATIONS OF HEALTH PROFESSIONS	(3)
HPE 158	HEALTH AND WELLNESS	(3)
ATH 200	MEDICAL TERMINOLOGY	(3)
HPE 200	FOUNDATIONS OF HUMAN MOVEMENT	(3)
HPE 300	NUTRITION	(3)
PED 206	FIRST AID	(2)
HPE 250	TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS	(2)
PED 365	MOTOR DEVELOPMENT	(3)
PED 404	MOTOR LEARNING	(3)
PED 348	SPECIAL POPULATIONS IN SPORT AND EXERCISE SCIENCE (W)	(3)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 356	INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITIES	(3)
PED 357	ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS	(3)

Courses of Study

PED 403	KINESIOLOGY (W)	(3)
PED 405	EVALUATION AND RESEARCH IN SPORT AND EXERCISE SCIENCE	(3)
PED 490	SEMINAR IN PHYSICAL EDUCATION	(2)

Certificate Endorsement

To earn a K-12 endorsement in Physical Education, the student must complete both BIO 308 and 309 as well as 22.5 hours from the following course offerings: ATH 200, HPE 158, 159, 200, PED 114, 115, 116, 117, 121/124, 157, 206, 210, 355, and 403. (Students must also take and pass the content area test.)

Coaching minor

The coaching minor is designed for both physical education and non-physical education majors who plan to coach. The student must complete the minor with a minimum of 2.50 cumulative grade point average and grades of "C" or better in minor courses.

COACHING MINOR REQUIREMENTS 32 hrs.

PED 202	PSYCHOLOGY OF COACHING	(3)
PED 206	FIRST AID	(2)
ATH 207	ESSENTIALS OF ATHLETIC TRAINING	(3)
BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
HPE 375	BRAIN AND LEARNING	(3)
PED 403	KINESIOLOGY (W)	(3)

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)
PED 308	WRESTLING THEORY	(3)
PED 309	GOLF THEORY	(3)

Recreational activity courses (PED 109-130 A-Z)

No student may register for an activity physical education class unless a completed medical examination form is on file.

Sports Performance

Dawn Michele Hankins, Ph.D., ATC, LAT, Professor of Athletic Training;

Curriculum Director for Athletic Training

dhankins@mckendree.edu; (618) 537-6917

The sports performance minor is designed for students interested in working with athletes to improve skill and sports performance.

SPORTS PERFORMANCE MINOR REQUIREMENTS **35 hrs.**

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
PED 202	PSYCHOLOGY OF COACHING	(3)
PED 206	FIRST AID	(2)
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 353	PHARMACOLOGY FOR ATHLETIC TRAINERS	(3)
PED 455	CONCEPTS OF RESISTANCE TRAINING	(4)
HPE 300	HUMAN NUTRITION	(3)
HPE 325	SUPPLEMENTS AND SPORTS NUTRITION (W)	(3)
PED 470	INTERNSHIP IN SPORT AND EXERCISE SCIENCE	(3)

RECREATIONAL ACTIVITIES

PED 108, 121 <i>and</i> 127	(1.5)
Choose from PED 114, 117 <i>or</i> 123 for .5 hours additional	(.5)

MAKE YOUR MARK

INTERDISCIPLINARY MAJORS AND MINORS



Interdisciplinary majors and minors combine coursework from various disciplines. These majors and minors provide unique opportunities for students to explore various interests and prepare for an increasingly complex world.

- Biopsychology
- Engineering Transfer Program
- Environmental Studies Major and Minor
- Ethnic Studies Minor
- Gender Studies Minor
- Global Studies Major and Minor
- Leadership Studies Minor
- Legal Studies Minor
- Music Marketing Major
- Occupational Therapy Major and Minor
- Sport Management Major
- Sport Psychology Minor



MCKENDREE
UNIVERSITY

Biopsychology

Tami Eggleston, Ph.D., Professor of Psychology;

Associate Dean for Institutional Effectiveness

tegglest@mckendree.edu; (618) 537-6859

Angela LaMora, Ph.D., Assistant Professor of Biology

adlamora@mckendree.edu; (618)-537-6895

- Major: 40-43 credit hours
- Major GPA required for graduation: 2.00
- All courses for the major must be completed with a grade of C- or higher.

PROGRAM REQUIREMENTS:

- Capstone: BIO 380/PSY 380 Biopsychology Capstone
- Research: PSY 496 or BIO 445

Description of Major: The biopsychology major blends the disciplines of psychology and biology. This major prepares students interested in helping careers, accelerated nursing programs, or graduate programs in psychology, occupational therapy, physical therapy, speech therapy, etc.

Please note, students wishing to pursue graduate work or advanced study should research the requirements and prerequisites for their desired programs early enough to ensure that additional coursework can be added, if needed. This major is intended to provide a solid foundation, but additional courses may be required for admission to specific programs.

Student Learning Outcomes:

- Students will synthesize the content areas of psychology and biology.
- Students will conduct independent research in psychology or biology.
- Students will prepare for a career in the helping professions or graduate programs.

BACHELOR OF ARTS MAJOR REQUIREMENTS		40-43 crs.
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 201	PSYCHOLOGY CORNERSTONE	(1)
PSY 275	BIOPSYCHOLOGY	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 494	STATISTICS AND STATISTICAL SOFTWARE FOR THE BEHAVIORAL SCIENCES	(4)
<i>or</i>		
BIO 300	BIOMEASUREMENT	(3)
PSY 496	RESEARCH METHODS AND SENIOR THESIS	(4)
<i>or</i>		
BIO 455	BIOLOGY RESEARCH METHODS	(2)
PSY 498	SENIOR SURVEY	(3)
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)

Courses of Study

BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
MTH 310	STATISTICS	(4)
BIO 380/ PSY 380	SPECIAL TOPICS: BIOPSYCHOLOGY CAPSTONE	(1)

RECOMMENDED COURSES

BIO 211	GENETICS	(4)
BIO 450	INDEPENDENT STUDY	(1-4)
CHE 105	COLLEGE CHEMISTRY I	(5)

Engineering Transfer Program

James Feher, Ph.D., Professor of Computing

jdfeyer@mckendree.edu; (618) 537-6956

Adam Tournier, Ph.D., Associate Professor of Physics;

University 101 Co-coordinator

agtournier@mckendree.edu; (618) 537-2140

Engineering is the study of the art of the creative application of scientific and technological principles to the solution of problems. Although McKendree University does not award an engineering degree, students who wish to prepare themselves for transfer to an engineering program are advised to take the following foundational courses during their first 2-3 years at McKendree.

ENGINEERING TRANSFER CURRICULUM 47 crs.

Mathematics 15 crs.

MTH 210	CALCULUS I *	(4)
MTH 211	CALCULUS II **	(4)
MTH 212	CALCULUS III	(4)
MTH 370	DIFFERENTIAL EQUATIONS AND MODELING	(3)

Science 22 crs.

CHE 105	COLLEGE CHEMISTRY I *	(5)
PHY 221	UNIVERSITY PHYSICS I: MECHANICAL AND THERMAL PHYSICS	(5)
PHY 222	UNIVERSITY PHYSICS II: ELECTRICITY, MAGNETISM, AND QUANTUM PHYSICS	(5)
PHY 301	ENGINEERING MECHANICS I: STATICS	(3)
PHY 303	ELECTRONIC CIRCUITS	(4)

Programming 8 crs.

CSI 130	INTRODUCTION TO COMPUTING I *	(4)
CSI 230	INTRODUCTION TO COMPUTING II **	(4)

Recommended Second Semester Courses		3 or 5 crs.
CHE 106	COLLEGE CHEMISTRY II	(5)
<i>or</i>		
CSI 235	MATHEMATICS OF COMPUTING ***	(3)

* *Courses in Calculus, Chemistry and Computing are required for all engineering majors and are often pre-requisites for other requirements. It is strongly encouraged that students take these three courses their first semester at McKendree.*

** *It is strongly recommended that students take these courses in their second semester at McKendree.*

*** *Mathematics of Computing is required for both the Computer Science and Computational Science degrees at McKendree.*

Engineering offers a wide variety of disciplines including but not limited to: Aeronautical, Biomedical, Ceramic, Chemical, Civil, Computer, Electrical, Environmental, Geological, Industrial, Management, Materials, Mechanical, Metallurgical, Nuclear and Petroleum. Requirements in addition to those mentioned above vary among the different disciplines, so please seek the advice of an advisor when planning a schedule. Students can obtain a Bachelor of Science degree in Computer Science, Computational Science or Mathematics from McKendree University while completing these requirements. Students are also urged to consult the requirements for the Computer Science, Computational Science and Mathematics majors that are found in this catalog.

Environmental Studies (ENS)

Duane L. Olson, Ph.D., Professor of Religious Studies
dolson@mckendree.edu; (618) 537-6961

Michele Schutzenhofer, Ph.D., Associate Professor of Biology;
Chair, Division of Science and Mathematics
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Environmental issues such as climate change, pollution, water availability, sustainable energy, sustainable waste management, species extinction, and genetic engineering are currently at the forefront of many scientific, social, ethical, religious, and economic analyses, as well as public policy decisions. As human impact on the natural world and its resources reaches unprecedented levels, a broad range of disciplines are addressing human responsibility for environmental problems and investigating potential sustainable solutions to them. Environmental Studies is an interdisciplinary program that gives students the knowledge to understand and to develop informed positions on current environmental problems from a variety of perspectives. The program provides students with critical thinking and communication skills to address these problems constructively and work toward their resolution.

As an interdisciplinary program in biology, economics, ethics, and social science, students in Environmental Studies take courses in the natural sciences, humanities,

and social sciences to gain a broad perspective on issues of environmental concern. Students understand the scientific basis of environmental problems, and analyze potential solutions to these problems. Further, students examine a variety of philosophical, societal, and religious worldviews that shape attitudes and actions toward the natural environment in both positive and potentially troubling ways.

The Environmental Studies program prepares students for a number of careers, including those in the areas of environmental science, business, economics, policy, law, public health, global warming, energy systems, and other interdisciplinary avenues. As society and business embrace the green movement, we see more careers that are focused on environmental awareness and concerns.

The Environmental Studies major requires 45-47 credit hours to complete. Students must obtain a grade of C or higher and maintain a cumulative GPA of 2.25 or better in all courses applied to the major. Students are highly encouraged to complete an internship or independent study.

The Environmental Studies minor complements a variety of majors in the humanities, social sciences, natural sciences, business, education, and health and wellness. Because the program is interdisciplinary, it deepens student knowledge in a range of fields, while preparing students to understand the interconnectedness between human activity and the natural environment.

The Environmental Studies minor requires 25-26 credit hours to complete. Students must obtain a grade of C or higher and maintain a cumulative GPA of 2.25 or better in courses applied to the minor. It is recommended that students choose electives outside of their major to help broaden their knowledge surrounding environmental studies. Students pursuing the minor are encouraged to take an internship or independent study.

BACHELOR OF ARTS MAJOR REQUIREMENTS

48-50 crs.

Core Requirements

30 crs.

BIO 101	INTRODUCTORY BIOLOGY	(4)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ENS 490	SEMINAR IN ENVIRONMENTAL STUDIES (W)	(3)
ES 105	EARTH SCIENCE	(4)
MTH 310	STATISTICS	(4)
PHI 208	ENVIRONMENTAL ETHICS	(3)
PSI 309	PUBLIC POLICY	(3)

Additional Requirements

12-13 crs.

Students must take 4 of the following courses. Students may take all of these courses and use the additional course as an elective.

BIO 320	CONSERVATION BIOLOGY	(3)
BIO 325	FIELD BOTANY	(4)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
ENG 255	LITERATURE AND THE ENVIRONMENT	(3)
HIS		
275/375	UNITED STATES ENVIRONMENTAL HISTORY	(3)
REL 355	RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W)	(3)

Elective Requirements **6-7 crs.**

One course must be upper-level.

BIO 303	ECOLOGY	(5)
BIO 350	ANIMAL BEHAVIOR	(3)
BIO 430	BIOTECHNOLOGY	(4)
GLS 101	INTRODUCTION TO GLOBAL STUDIES	(3)
SOC 356	POPULATION AND DEMOGRAPHY	(3)
ENS		
280-289	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS		
380-389	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS 470	INTERNSHIP	(3-8)
ENS 480	INDEPENDENT STUDY	(1-4)

ENVIRONMENTAL STUDIES MINOR REQUIREMENTS **26-27 crs.**

Core Requirements **20 crs.**

BIO 101	INTRODUCTORY BIOLOGY	(4)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ES 105	EARTH SCIENCE	(4)
PHI 208	ENVIRONMENTAL ETHICS	(3)
PSI 309	PUBLIC POLICY	(3)

Additional Requirements **6-7 crs.**

BIO 320	CONSERVATION BIOLOGY	(3)
BIO 325	FIELD BOTANY	(4)
ENG 255	LITERATURE AND THE ENVIRONMENT	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
HIS		
275/375	UNITED STATES ENVIRONMENTAL HISTORY	(3)
REL 355	RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W)	(3)
ENS		
280-289	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS		
380-389	SPECIAL TOPICS IN ENVIRONMENTAL STUDIES	(3)
ENS 470	INTERNSHIP	(3-8)
ENS 480	INDEPENDENT STUDY	(1-4)
ENS 490	SEMINAR IN ENVIRONMENTAL STUDIES (W)	(3)

Ethnic Studies

Shelly Lemons, Ph.D., Associate Professor of History

sllemons@mckendree.edu; (618) 537-6457

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. Students can take no more than six hours from any one discipline.
3. At least six hours must be at the upper division level.
4. Relevant internship hours may be substituted for three hours of the minor requirements.

ETHNIC STUDIES MINOR REQUIREMENTS

18 crs.

HIS 276

or

HIS 376 MINORITIES IN THE AMERICAN EXPERIENCE (3)

Additional 15 hours from the following:

ANT 149 CULTURAL ANTHROPOLOGY (3)

ENG 252 ETHNIC LITERATURE (3)

ENG 253 THE LITERATURE OF POST-COLONIAL CULTURES (3)

HIS
277/377 AFRICAN-AMERICAN HISTORY (3)

MGT/
MKT 340 INTERNATIONAL BUSINESS (3)

MUS 265 MUSIC AND WORLD CULTURES (3)

PSI 210 INTRODUCTION TO WORLD POLITICS (3)

PSI 220 COMPARATIVE GOVERNMENT (3)

REL 312 RELIGION AND RACE (3)

REL 320 RELIGIONS OF THE WORLD (3)

SOC 360 RACE AND ETHNIC RELATIONS (3)

Forensic Studies (FOR)

Tami Eggleston, Ph.D., Professor of Psychology;

Associate Dean for Institutional Effectiveness

tegglest@mckendree.edu; (618) 537-6859

Feza Ozturk, Ph.D., Professor of Chemistry

fozturk@mckendree.edu; (618) 537-6935

Neil Quisenberry, Ph.D., Professor of Sociology; Chair, Division of Social Sciences

pnquisenberry@mckendree.edu; (618) 537-6849

The forensic studies minor can be focused in chemistry, psychology, sociology, or other disciplines. The forensic studies minor would be beneficial to students in any major interested in graduate work or careers related to forensics or crime.

Please note, students wishing to pursue graduate work or advanced study should research the requirements and prerequisites for their desired programs early enough to ensure that additional coursework can be added, if needed. This minor is intended to provide an introduction, but additional courses will be required for admission to specific graduate programs.

To obtain a minor in forensic studies, students must earn a cumulative GPA of at least 2.50 in all courses applied to the minor. Relevant internship hours may be substituted for three credit hours of the minor, and no more than six credit hours can be taken from any one discipline for the additional nine required hours.

FORENSIC STUDIES MINOR REQUIREMENTS		23 crs.
CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
FOR 101	FORENSIC STUDIES CORNERSTONE	(1)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 380	SPECIAL TOPICS: FORENSIC AND CRIMINAL PSYCHOLOGY	(3)
SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)

Additional 9 hours from the following

CSI 369	SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W)	(3)
PSY 275	BIOPSYCHOLOGY	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 370	PSYCHOLOGY OF HUMAN SEXUALITY	(3)
PSY/		
SOC 401	SOCIAL PSYCHOLOGY	(3)
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
SOC 220	JUVENILE DELINQUENCY	(3)
SOC 230	POLICE AND URBAN SOCIETY	(3)
SOC 250	INTRODUCTION TO CHILD ADVOCACY	(3)
SOC 371	SOCIOLOGY OF DEVIANCE	(3)

Gender Studies

Shelly Lemons, Ph.D., Associate Professor of History

sllemons@mckendree.edu; (618) 537-6457

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. No more than six (6) hours can be taken from any one discipline.
3. Six hours must be at the upper division level.
4. Relevant internship hours may be substituted for three hours of the minor requirements.

GENDER STUDIES MINOR REQUIREMENTS

18 crs.

HIS 271

or

HIS 371 U.S. WOMEN'S HISTORY (3)

Additional 15 hours from the following

SOC 260 SOCIOLOGY OF FAMILIES (3)

SOC 350 SOCIOLOGY OF GENDER (3)

ENG 235 GENDER IN LITERATURE (3)

PSI 315 GENDER AND INTERNATIONAL RELATIONS (3)

PSY 265 PSYCHOLOGY OF GENDER (3)

PSY 370	PSYCHOLOGY OF HUMAN SEXUALITY	(3)
REL 235	RELIGION AND GENDER	(3)
SPC 375	GENDER AND COMMUNICATION	(3)

Global Studies (GLS)

Brian Frederking, Ph.D., Professor of Political Science; Director, Honors Program
bfrederk@mckendree.edu; (618) 537-6913

Global Studies is an interdisciplinary major that studies the world as an interacting human community, including the movement of goods, the migration of people, the spread of technologies, and the mixing of cultures. Today's global world leads to such interdependence that the greatest issues faced by humanity – climate change, economic stability, disease, terrorism, hunger, poverty, war and conflict, etc. – require global solutions. The Global Studies program focuses on these processes and problems.

Students in the Global Studies program study how the world works now that it is a very small place. Career opportunities for students with global studies degrees include international organizations, international business, economic development, international law, human rights, humanitarian groups, health, the environment, mass communication and a wide variety of government agencies.

The major in global studies requires a minimum of 45 credit hours. The minor in global studies requires a minimum of 24 credit hours. At least 12 credit hours must be taken at McKendree University. All courses for the major and minor must be completed with a grade of C- or higher. Students who study abroad may be allowed to fulfill major/minor requirements with courses taken abroad. Other courses, including special topics courses, may be allowed to fulfill major/minor requirements.

GLOBAL STUDIES MAJOR REQUIREMENTS		45 crs.
GLS 101	INTRODUCTION TO GLOBAL STUDIES	(3)
GLS 498	SENIOR SEMINAR IN GLOBAL STUDIES	(3)
	FOREIGN LANGUAGE	(6)

Nine credits from the following

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
ECO 212	MACROECONOMICS	(3)

Nine credits from the following

GLS 240	CROSS CULTURAL PRACTICUM	(3)
HIS 163	20TH CENTURY WORLD HISTORY	(3)
HIS 373	HISTORICAL GEOGRAPHY	(3)
REL 210	RELIGIONS OF THE EAST	(3)

Courses of Study

PHI 325	PHILOSOPHY OF RELIGION	(3)
PHI 202	INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA, AND LATIN-AMERICA	(3)
SPC 353	INTERCULTURAL COMMUNICATION	(3)

Fifteen credits from the following

SOC 354	URBAN SOCIOLOGY	(3)
SOC 356	POPULATION AND DEMOGRAPHY	(3)
SOC 357	ENVIRONMENT AND THE SOCIETY	(3)
PSI 311	INTERNATIONAL ORGANIZATIONS	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
MKT/ MGT 340	INTERNATIONAL BUSINESS	(3)
FIN 357	INTERNATIONAL FINANCE	(3)

GLOBAL STUDIES MINOR REQUIREMENTS

24 crs.

GLS 101	INTRODUCTION TO GLOBAL STUDIES	(3)
	FOREIGN LANGUAGE	(6)

Six credits from the following

PSI 210	INTRODUCTION TO WORLD POLITICS	(3)
BIO 250	INTRODUCTION TO ENVIRONMENTAL SCIENCE	(3)
PSI 220	INTRODUCTION TO COMPARATIVE POLITICS	(3)
ECO 212	MACROECONOMICS	(3)
HIS 163	TWENTIETH CENTURY WORLD HISTORY	(3)
GLS 240	CROSS CULTURAL PRACTICUM	(3)

Nine credits from the following

SPC 353	INTERCULTURAL COMMUNICATION	(3)
SOC 354	URBAN SOCIOLOGY	(3)
SOC 356	POPULATION AND DEMOGRAPHY	(3)
SOC 357	ENVIRONMENT AND THE SOCIETY	(3)
PSI 311	INTERNATIONAL ORGANIZATIONS	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSI 313	INTERNATIONAL POLITICAL ECONOMY	(3)
ECO 333	ENVIRONMENTAL ECONOMICS	(3)
MKT/ MGT 340	INTERNATIONAL BUSINESS	(3)
FIN 357	INTERNATIONAL FINANCE	(3)

Leadership Studies (LDR)

Sarah G. Klucker, J.D., Director of Leadership and Student Development

sgklucker@mckendree.edu; (618) 537-6562

Leadership is broadly defined and can be studied from various theoretical perspectives. The McKendree University Leadership Studies Program purports that leaders are made and not born. Therefore, through education, reflection, group work, and activities, individuals can learn the skills, habits, and characteristics that fit their unique leadership styles. The McKendree University Leadership Studies Program also encourages participation in co-curricular and extracurricular activities and promotes the idea that the best way to learn leadership is through hands-on activities and actual experiences.

The Minor in Leadership Studies at McKendree University complements McKendree's more traditional liberal arts majors as well as its professional courses of study. The Leadership Studies Minor is designed to be completed concurrently with earning a baccalaureate degree from McKendree University. The minor benefits students in their future careers, graduate school aspirations, and personal development. The primary objective of the program is to teach students about leadership and prepare them to take on future leadership positions by providing hands-on leadership experiences while a student at McKendree.

To Minor in Leadership Studies:

1. Students must take a total of 18 credit hours.
2. Students must earn a cumulative GPA of 2.50 or better in courses applied to the minor.
3. At least six hours must be at the upper division level.

LEADERSHIP STUDIES MINOR REQUIREMENTS		18 crs.
LDR 101	RECOGNIZED LEADERSHIP	(3)
LDR 201	ENGAGED LEADERSHIP	(3)
LDR 301	ADAPTIVE LEADERSHIP	(3)

Additional 9 hours from the following

LDR 470	LIFELONG LEADERSHIP INTERNSHIP	(3-8)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
MGT 354	BUSINESS COMMUNICATIONS	(3)
PSY/		
SOC 401	SOCIAL PSYCHOLOGY	(3)
PSY 405	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	(3)
PED 202	PSYCHOLOGY OF COACHING	(3)
SPC 200	SMALL GROUP COMMUNICATION	(3)
SPC 210	ARGUMENTATIVE COMMUNICATION	(3)
SPC 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)
SPC 351	ORGANIZATIONAL COMMUNICATION (W)	(3)
SPC 353	INTERCULTURAL COMMUNICATION	(3)
STA 800	STUDY ABROAD	(3)

LDR		
280-289	SPECIAL TOPICS IN LEADERSHIP	(3)
LDR		
380-389	SPECIAL TOPICS IN LEADERSHIP	(3)

Legal Studies

Brenda Boudreau, Ph.D., Professor of English

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Kevin Zanelotti, Ph.D., Associate Professor of Philosophy

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While obtaining admission into law school is very competitive, McKendree University has an excellent reputation preparing students for taking the LSAT and for gaining admission to prominent law schools.

No single major is required to gain admission into law school. However, law schools look for specific courses in political science, philosophy, sociology, and history on transcripts. Law schools also look for applicants with quantitative courses such as economics, business, mathematics, logic, and finance. Law schools expect excellent writing and research skills.

Law schools require applicants to complete a standardized test, the Law School Admissions Test (LSAT). Logic and other courses that emphasize critical thinking will help performance on the LSAT.

The Legal Studies minor complements many majors. This minor benefits students in their future careers, graduate school aspirations, and personal development.

Students who minor in Legal Studies will enroll in a variety of courses designed to help them understand multiple perspectives and to give them courses that will help prepare them for law school or professions related to the law.

To minor in Legal Studies:

1. Complete 22 credit hours. Students must also earn a cumulative GPA of 2.50 or better in courses applied to the minor.
2. No more than two courses can be taken from any one discipline.
3. Nine hours must be at the upper division level.
4. Relevant internship hours may be substituted for three hours of the minor requirements.

LEGAL STUDIES MINOR REQUIREMENTS **22 crs.**

PHI 204	LOGIC	(3)
BUS 303	BUSINESS LAW I	(3)

Additional 15 hours from the following

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
BUS 304	BUSINESS LAW II	(3)
ENG 212	ADVANCED COMPOSITION (W)	(3)
HIS 322	THE NEW NATION: 1781-1801 (W)	(3)
PSI 101	AMERICAN POLITICS	(3)
PSI 305	CONSTITUTIONAL LAW	(3)
PSI 312	INTERNATIONAL LAW	(3)
PSY/		
SOC 401	SOCIAL PSYCHOLOGY	(3)
SOC 170	INTRODUCTION TO CRIMINAL JUSTICE	(3)
SOC 235	CORRECTIONAL INSTITUTIONS	(3)
SPC 115	SPEECH AND DEBATE ACTIVITIES	(.5-3)
SPC 391	PERSUASION	(3)

**Suggested courses that will not fulfill the minor
but would fulfill general education requirements**

ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
HIS 261	UNITED STATES HISTORY SINCE 1865	(3)
PHI 201	INTRODUCTION TO PHILOSOPHY	(3)
PHI 390	ETHICS AND PUBLIC POLICY (W)	(3)
PSI 102	STATE AND LOCAL GOVERNMENT	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
SPC 210	ARGUMENTATIVE COMMUNICATION	(3)
SPC 310	BUSINESS AND PROFESSIONAL PRESENTATIONS	(3)

Music Marketing (MUS/MKT)

John Watters, Ph.D., Associate Professor of Economics; Chair, School of Business
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**Nancy S. Ypma, D. Mus., Professor of Music; University Organist;
 Chair, Division of Visual and Performing Arts**
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This Bachelor of Arts degree in Music Marketing is designed to prepare students for a variety of career opportunities in the field of music marketing.

Students must earn at least a 2.5 grade point average in music courses applied to the major, with no grade below a C and at least a 2.25 average in all business courses applied to the major. No courses taken to satisfy major requirements, including performance ensembles, may be taken using the Pass/Fail grading option.

All Music Marketing majors are expected to participate in at least one performing ensemble each semester and to attend performance classes, concerts and recitals

as determined by the Music Faculty. Music Marketing majors are not required to take a foreign language. For course descriptions, please see the Music and Business sections of the catalog.

Requirements for a BA in Music Marketing **Total: 60 crs.**

Music Courses **36 crs.**

MUS 100	PERFORMANCE LAB (four semesters)	(0)
MUS 200	MUSIC TECHNOLOGY	(3)
MUS 255	MUSIC THEORY I	(3)
MUS 255L	AURAL SKILLS LAB I	(1)
MUS 256	MUSIC THEORY II	(3)
MUS 256L	AURAL SKILLS LAB II	(1)
MUS 265	MUSIC AND WORLD CULTURES	(3)
MUS 302	CLASS WOODWINDS AND PEDAGOGY I	(2)
MUS 305	CLASS HIGH BRASS AND PEDAGOGY I	(2)
<i>or</i>		
MUS 307	CLASS LOW BRASS AND PEDAGOGY II	(2)
MUS 308	CLASS PERCUSSION AND PEDAGOGY	(2)
MUS 310	CLASS STRINGS AND PEDAGOGY	(2)
MUS 365	MUSIC HISTORY II (W)	(3)
MUS 366	MUSIC HISTORY III (W)	(3)
MUL 103	APPLIED PIANO	(1)
MUL 104	APPLIED PIANO	(1)
MUL 137	APPLIED GUITAR	(1)
MUL 138	APPLIED GUITAR	(1)
	Applied lessons on primary instrument (1 cr. per semester)	(4)
	Participation in an ensemble each semester	(0)

Business/Journalism Courses **24 crs.**

JRN 372	WEB AND PRINT PUBLICATION DESIGN	(3)
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Business Courses **12 crs.**

MKT 205	PRINCIPLES OF MARKETING	(3)
MGT 204	PRINCIPLES OF MANAGEMENT	(3)
MKT 305	CONSUMER BEHAVIOR	(3)
MKT 354	ADVERTISING AND PROMOTION	(3)

Business Electives **9 crs.**

MKT 320	PERSONAL SELLING	(3)
MKT 330	PRINCIPLES OF RETAILING	(3)
MKT 350	SMALL BUSINESS MANAGEMENT	(3)
MKT 410	MARKETING RESEARCH (W) (requires MTH 310)	(3)
MKT 424	BUSINESS ETHICS AND SOCIAL RESPONSIBILITY (W)	(3)
ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 230	PRINCIPLES OF MANAGERIAL ACCOUNTING	(3)

Occupational Therapy

Tami Eggleston, Ph.D., Professor of Psychology;

Associate Dean for Institutional Effectiveness

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Dawn Michele Hankins, Ph.D., ATC, LAT, Professor of Athletic Training;

Curriculum Director for Athletic Training

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Robb D. Van Putte, Ph.D., Professor of Biology

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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 University 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 University, and a Masters of Science in Occupational Therapy from Washington University. The student completes three years at McKendree University, 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 advisor 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 related 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 by enrolling in an American Red Cross Adult CPR class. Transfer students to McKendree University 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		43-45 crs.
BIO 101	INTRODUCTORY BIOLOGY	(4)
	<i>or</i>	
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
	<i>or</i>	
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
	BIO ELECTIVE (any 200-level or higher, BIO 211, 303, 311, 313, 370, 410, 420 recommended)	(3-5)
CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
	<i>or</i>	
CHE 105	COLLEGE CHEMISTRY I	(5)

Courses of Study

MTH 310	STATISTICS	(4)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)
SOC 149	INTRODUCTION TO CULTURAL ANTHROPOLOGY	(3)
<i>or</i>		
SOC 150	INTRODUCTION TO SOCIOLOGY	(3)
PSI 101	AMERICAN POLITICS	(3)
<i>or</i>		
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
PHI 206	INTRODUCTION TO ETHICS	(3)
<i>or</i>		
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 University general education requirements and at least 96 credit hours prior to entering the Washington University Program in Occupational Therapy.

Strongly recommended courses

ATH 200	MEDICAL TERMINOLOGY	(3)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
HPE 158	HEALTH AND WELLNESS	(3)
PED 206	FIRST AID	(2)
PED 348	SPECIAL POPULATIONS IN SPORT AND EXERCISE (W)	(3)
PED 403	KINESIOLOGY (W)	(3)
PHY 211		
<i>or</i>		
PHY 212	GENERAL PHYSICS	(4)

* Students who wish to complete a four year degree from McKendree University and then apply to Washington University or other graduate programs in OT may major in any field (e.g., biology, psychology, athletic training, health, etc.). Students planning to major in biology if they do not enter the Washington University Program in Occupational Therapy should also complete BIO 111, CHE 105, and CHE 106 and either BIO 303 or BIO 313 during their first three years. Students planning to major in psychology should complete PSY 494, PSY 496, and PSY 498.

OCCUPATIONAL THERAPY MINOR REQUIREMENTS 36 crs.

BIO 101	INTRODUCTORY BIOLOGY	(4)
<i>or</i>		
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
<i>or</i>		
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
	BIO ELECTIVE (Any 200-level or higher, BIO 211, 303, 311, 313, 370, 410, 420 recommended)	(3)

CHE 100	CHEMISTRY IN THE MODERN WORLD	(3)
MTH 310	STATISTICS	(4)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 255	INTRODUCTION TO OCCUPATIONAL THERAPY	(2)
PSY 259	CHILD AND ADOLESCENT PSYCHOLOGY (W)	(4)
PSY 315	ABNORMAL PSYCHOLOGY	(4)
PSY 302	ADULT DEVELOPMENTAL PSYCHOLOGY	(3)

Strongly recommended courses:

BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)

Sport Management (SPM)

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The management of sport organizations and programs is a recognized area of management and is accredited by the Commission on Sport Management (COSM). The B.B.A. in Sport Management is appropriate for students who wish to manage sport-related businesses, not-for-profit organizations such as fitness centers, community organizations such as the YMCA, and sport facilities such as stadiums.

The Sport Management major consists of the School of Business Core courses supplemented with courses in sport management and athletic equipment management. The program is based on a set of principles covering key content areas: the social, psychological and international foundations of sport; sport management; ethics; sport marketing; finance; accounting; economics; the legal aspects of sport; and integrative experiences involving strategic policies, internships, and a capstone experience. Students in the Sport Management major choose one of two tracks for their career development: General track or Athletic Equipment Management track. The General track closely follows the COSM accreditation requirements, while the Athletic Equipment Management track focuses on the management of athletic equipment.

The General Track in Sport Management is designed to provide students with additional education and training in key areas important for sport management. These include the basic economic and social environment of sport business, the financing and operations of facilities, the marketing and managing of events, and an internship to apply the Sport Management courses to the solution of management problems in sport.

The Athletic Equipment Managers' Association (AEMA) was founded in 1974 in response to questions by professional equipment managers who were concerned with the manner in which sports participants were equipped. The need for

individuals qualified as equipment managers has grown as the number of sports participants has grown. Because of this increased participation, the possibility for ill-fitted equipment and possible injury has grown. The Athletic Equipment Management track involves five domains of specific knowledge and performance: purchasing, fitting, maintenance and repair, management, and accountability. It is designed to enable students to develop a broad perspective on issues concerning athletic equipment management. Students must understand the scientific basis of the five domains identified above, and be able to analyze and demonstrate solutions to problems related to the use of sports equipment.

The Athletic Equipment Management track is the only program of its type in the United States. This program will prepare students for careers as athletic equipment managers in professional sports teams, college and university athletic departments, and in secondary schools.

The General track requires 66 credits to complete and the Athletic Equipment Management track requires 69 credits to complete. In both tracks, students must maintain a GPA of 2.25 or better in all courses applied to the major. The culminating experiences for each student are completion of a capstone course (BUS 450) and a practicum or internship at the end of the program. Internships are conducted at the college or professional level (minor or major league).

The minor in Sport 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 from the Sport Management major curriculum. The student must complete course work applied to the minor with a minimum of a 2.25 cumulative grade point average.

SPORT MANAGEMENT MAJOR Business Core **39 crs.**

ACC 205	PRINCIPLES OF FINANCIAL ACCOUNTING	(3)
ACC 220	PRINCIPLES OF ACCOUNTING II	(3)
ECO 211	PRINCIPLES OF MICROECONOMICS	(3)
ECO 212	PRINCIPLES OF MACROECONOMICS	(3)
BUS 305	LEGAL ASPECTS OF SPORT MANAGEMENT	(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)
BUS 450	BUSINESS STRATEGY AND POLICY	(3)

General Track Requirements **27 crs.**

ECO 320	ECONOMICS OF SPORT	(3)
FIN 320	BUDGETING AND FINANCING OF SPORT	(3)
MGT 424	BUSINESS ETHICS AND SOCIAL RESPONSIBILITY (W)	(3)
MKT 325	SPORT MARKETING	(3)
SOC 450	SOCIOLOGY OF SPORT	(3)
SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
SPM 354	SPORT AND THE MEDIA	(3)
SPM 376	SPORT FACILITIES AND EVENT MANAGEMENT (W)	(3)
SPM 470	INTERNSHIP IN SPORT MANAGEMENT	(3)

Athletic Equipment Management Track Requirements		30 crs.
ATH 207	ESSENTIALS OF ATHLETIC TRAINING	(3)
PED 206	FIRST AID	(2)
PED 311	ATHLETIC EQUIPMENT MANAGEMENT	(3)
PED 312	ADVANCED ATHLETIC EQUIPMENT MANAGEMENT	(3)
PED 403	KINESIOLOGY (W)	(3)
PED 466	CLINICAL PRACTICUM IN EQUIPMENT MANAGEMENT	(8)
PED 491	SEMINAR IN ATHLETIC EQUIPMENT MANAGEMENT	(3)

Recommended Electives for either Track: Not Required

MGT 314	ORGANIZATIONAL BEHAVIOR	(3)
PSY 465	SPORT AND HEALTH PSYCHOLOGY	(3)

SPORT MANAGEMENT MINOR REQUIREMENTS **18 crs.**

Required courses **12 crs.**

BUS 305	SPORT LAW	(3)
SOC 450	SOCIOLOGY OF SPORT	(3)
SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
SPM 376	SPORT FACILITIES AND EVENT MANAGEMENT (W)	(3)

Electives **6 crs.**

SPM		
380-389	TOPICS IN SPORT MANAGEMENT	(3)
ECO 320	ECONOMICS OF SPORT	(3)
FIN 320	BUDGETING AND FINANCING OF SPORT	(3)
MKT 325	SPORT MARKETING	(3)
PSY 465	SPORT AND HEALTH PSYCHOLOGY	(3)
SPM 470	INTERNSHIP IN SPORT MANAGEMENT	(3)

Sport Psychology

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Associate Dean for Institutional Effectiveness

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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 Applied Sport Psychology website – AASP).

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. For a course to be accepted toward a sport psychology minor, a grade of C- or higher 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. At least nine hours must be at the upper division level.
3. Relevant internship hours (or field experience for their major) 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)

SPORT PSYCHOLOGY MINOR REQUIREMENTS		20-21 crs.
HPE 158	HEALTH AND WELLNESS	(3)
PSY 153	INTRODUCTION TO PSYCHOLOGY	(4)
PSY 465/		
PED 465	SPORT AND HEALTH PSYCHOLOGY	(3)

Additional 10-11 credits from the following:

PSY 200	APPLIED SPORT PSYCHOLOGY May be repeated for up to (3) credits	(0-1)
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A student must take at least one course from each of the clusters:

Biology/PED Cluster

BIO 101	INTRODUCTORY BIOLOGY	(4)
BIO 110	PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY	(4)
BIO 308	HUMAN ANATOMY AND PHYSIOLOGY I	(5)
<i>or</i>		
BIO 309	HUMAN ANATOMY AND PHYSIOLOGY II	(5)
ATH 349/		
PED 349	PHYSIOLOGY OF EXERCISE	(3)
PED 403	KINESIOLOGY (W)	(3)
PED 202	PSYCHOLOGY OF COACHING	(3)

Psychology/Sociology/Business Cluster

SPM 320	PRINCIPLES OF SPORT MANAGEMENT	(3)
PSY 211	STRESS MANAGEMENT	(3)
PSY 401/ SOC 401	SOCIAL PSYCHOLOGY	(3)
SOC 450/ PED 450	SOCIOLOGY OF SPORT	(3)

MAKE YOUR MARK

ADDITIONAL COURSE OFFERINGS

- Aerospace Studies
- Army ROTC
- Domestic Study and Travel
- Honors Program
- McKendree Academic Support Center
- Study Abroad
- University 101, 201, and 202



MCKENDREE
UNIVERSITY

Aerospace Studies (AES)

(314) 977-8227

Participation in AFROTC is not required to take Aerospace Studies courses but students must call the above number before registering for an AES course. Please note these courses are not offered at the McKendree campus, but at other sites.

NOTE: Air Force ROTC course descriptions are subject to change by the USAF and the Air Force ROTC as the program continues to grow and develop.

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 University. 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 (MSC)

(618) 650-2500

Students must call the above number before registering for an MSC course. Please note these courses are not offered at the McKendree campus, but at other sites.

All MSC courses include a leadership laboratory once per week.

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.

Domestic Study and Travel

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Tami Eggleston, Ph.D., Professor of Psychology;

Associate Dean for Institutional Effectiveness

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Duane L. Olson, Ph.D., Professor of Religious Studies

dolson@mckendree.edu; (618) 537-6961

Domestic Study and Travel Special Topics Courses

These courses include on-campus study and travel within the United States. During the spring semester, students meet in a classroom setting to gain context and knowledge on a topic. In May, following graduation, they travel with the course instructors within the United States to a site or sites that provide first-hand experience to enhance what was learned in the classroom. A fee is charged for this course. Prerequisite: Consent of the instructors. As needed. This course may be taken more than once.

Exploratory Studies

Jennifer Pickerell, M.A., Director of Career Services

jpickerell@mckendree.edu; (618) 537-6806

Jill Smucker, M.S., Assistant Director of Career Services

jrsmucker@mckendree.edu; (618) 537-6805

McKendree University encourages students to explore their interests and make informed decisions about their majors and future careers. At McKendree, many resources are offered to help students identify their strengths and select meaningful career paths.

The Exploratory Studies program is designed to provide students who are undecided about a specific major a structured curricular plan that will enable them to take required general education courses and explore various career interests. Exploratory Studies is a program, not a major; thus, students may not graduate with an Exploratory Studies major. At some point, students must select a baccalaureate major leading to a degree. The Career Services staff will work closely with students enrolled in the Exploratory Studies program to help them learn about various resources, including online career assessments and career counseling.

In addition to taking general education classes, students enrolled in the Exploratory Studies program will take one or more of the following courses:

UNI 101	UNIVERSITY 101 (Sections specifically designed for exploratory studies students)	(1)
UNI 201	CAREER DECISION MAKING	(2)
UNI 202	CAREERS, THE JOB SEARCH, AND BEYOND (Junior or Senior year)	(1)

Honors Program (HON)

Brian Frederking, Ph.D., Professor of Political Science; Director, Honors Program
bfrederk@mckendree.edu; (618) 537-6913

The mission of the McKendree Honors Program is to foster a unique community of intellectually curious critical thinkers and global citizens.

The McKendree Honors Program offers academically talented students on the Lebanon campus a qualitatively different educational experience. Specifically, the program provides students an opportunity both to explore a wide range of disciplines in depth and to complete an independent research project developed in conjunction with a faculty mentor.

The Honors experience provides a number of benefits to students, including:

1) participation in six general education honors classes filled only with other honors students; 2) the opportunity to enroll in seminar courses mutually designed by faculty and honors students; 3) development of a senior thesis with a faculty mentor and presentation to the campus community; and 4) a competitive advantage for students interested in graduate school, medical school, or law school.

The goals of the program include:

1. To enable honors students to explore the liberal arts in greater depth and variety than the traditional general education curriculum.
2. To provide honors students with an exceptional level of student-faculty interaction that helps them develop into knowledgeable and ethical critical thinkers.
3. To provide honors students with ongoing opportunities to attend cultural events and other educational activities relevant to the honors program.
4. To provide honors students with an opportunity to engage in independent research, preparing them for graduate study or employment in their major fields.

5. To provide honors students a competitive advantage when applying for graduate schools and searching for employment opportunities.
6. To enhance the academic experience of the campus community by integrating scholarship and service to the university and the broader community.

Incoming first year students are eligible to join the honors program if they meet the following criteria: 1) a high school GPA of 3.6 or more (A=4.0); and 2) a minimum composite ACT score of 27 (or a combined SAT score of 1200 or more). Other McKendree students and transfer students with a minimum of four semesters remaining may also apply to join the honors program. Students with at least a 3.6 college GPA may apply to the program by submitting a faculty letter of recommendation and a written letter of application to the Honors Program director.

Honors students enroll in at least one honors course each semester. Students generally take honors courses that fulfill general education requirements in their first six semesters. They may instead enroll in one credit seminars mutually designed by faculty and honors students. Students who enter the honors program as second semester students, sophomores or transfer students also must enroll in at least one honors course each semester they are in the program.

During the final two semesters students enroll in HON 401 and HON 402 and complete a research thesis or a creative product under the mentorship of a full-time faculty member. Each project must be approved in advance by both a faculty mentor and the director of the McKendree Honors Program. The honors thesis may expand upon a student's major capstone project. The thesis, however, must be a distinct and separate project from any capstone requirement in a student's major. Students cannot complete one project and fulfill both the major capstone and the honors thesis requirement. The honors thesis should go beyond the ordinary requirements of a major capstone project.

To remain in the honors program, all honors students must:

1. Maintain cumulative 3.3 GPA. Students will receive one probationary semester if their GPA is below 3.3. Any student with a GPA below 3.3 after two consecutive semesters may no longer enroll in an honors course or graduate from the honors program.
2. Earn a minimum grade of C in each honors course;
3. Successfully complete at least one honors course each semester, including HON 401 and HON 402 in their final two semesters;
4. Take a minimum of 16 hours of honors courses to complete the program. Honors courses are designated with an "H" on student transcripts. The Director of the Honors Program will be an academic advisor for all honors students. Students who successfully complete all requirements in the program and who meet all other graduation requirements of McKendree University will be identified on their transcripts and diplomas as graduates of the McKendree Honors Program.

HONORS PROGRAM REQUIREMENTS

16 crs.

HON 401	HONORS THESIS I	(2)
HON 402	HONORS THESIS II	(2)

Other honors courses totaling a minimum of 12 hours

McKendree Academic Support Center (LRC)

Clarissa Melvin, M.A., McKendree Academic Support Center
(618) 537-6850

McKendree University offers two courses to help students develop skills in reading and studying.

Study Abroad (STA)

Nichole DeWall, Ph.D., Associate Professor of English
nbdewall@mckendree.edu; (618) 537-6495

Unlike our current semester-long study abroad programs, this course combines both on-campus study and one to two-week international experiences led by McKendree University faculty members. Students fulfill a cross-cultural general education requirement with this spring-semester class; travel occurs after the semester ends in May. Advantages include small-group settings and familiar faculty. Trips have included travel to Ecuador, Canada, England, and France. STA 380 provides an excellent introduction to the study-abroad experience. A fee is charged for this course; approval of the Study Abroad office and consent of the instructor are required.

University 101, 201, and 202 (UNI)

Jennifer R. Miller, M.A.Ed., Director of Student Success and Retention
jrmiller@mckendree.edu; (618) 537-6572

Adam Tournier, Ph.D., Associate Professor of Physics
agtournier@mckendree.edu; (618) 537-2140

James H. Cook, Jr., Ph.D., Associate Professor of Counseling
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Jennifer Pickerell, M.A., Director of Career Services
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The University classes are designed to help students succeed in all levels of their academic career. The University 101 course is designed for first-year students to ease the transition to the University and focuses on personal and social responsibility. University 201 is a small group class designed to help students understand their values and beliefs and career possibilities. This course is valuable for the student who has yet to decide on a major. University 202 helps juniors and seniors with the job search and with the transition of leaving the University.

ANATOMY OF A COURSE DESCRIPTION

This is the course number; you'll need to know it to find the course on WebAdvisor.

This is the title of the course and the course description. The description will tell you what the course will cover and has clues about what you'll be expected to do in the class. For instance, this description lets you know you'll be expected to write poetry.

This is the number of credit hours you will earn if you satisfactorily complete the course.

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. Prerequisites: ENG 111 and ENG 112. Annually, Spring.

The prerequisites are the courses you must take before you can take this one. You cannot take ENG-205 until you have taken ENG and 112.

This tells you that this course is taught every year (annually) in the spring term.

THIS IS VERY IMPORTANT! Not all courses are taught every term, or even every year, so when you are planning, you need to check the catalog to see when the courses you need will be offered.

Course Descriptions

ACC 205 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Introductory financial accounting course emphasizing the concepts and procedures used to generate financial statements for external users. Areas studied include information processing, accounting for specific balance sheet and income statement accounts, the cash flow statement, and financial statement analysis. Each semester.

ACC 220 ACCOUNTING INFORMATION SYSTEMS (3)

Provides a conceptual foundation in accounting systems and control. Study of business processes, using information technology. Topics include transaction cycles, internal control, and information technology. Emphasis on internal control. Prerequisites: ACC 205 and CSI 120. Each semester.

ACC 230 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Introduction to accounting analysis and reporting for management use. Includes discussion of cost behavior, short-term and long-term decision making, budgeting, managerial performance evaluation, cost-volume-profit analysis and variance analysis. Prerequisite: ACC 205. Each semester.

ACC 305 INTERMEDIATE ACCOUNTING I (3)

Topics include the history and development of generally accepted accounting principles, accounting information systems, study of the balance sheet and income statement accounts, time value of money, inventory valuation techniques, cash and receivables, and statement of cash flows. Prerequisites: ACC 205 and 220. Fall, annually.

ACC 306 INTERMEDIATE ACCOUNTING II (3)

A more thorough examination of the various aspects of property, plant and equipment; depreciation and depletion, intangible assets, current liabilities and contingencies; long term liabilities, stockholders' equity, earnings per share, and investments. Emphasis on practical application of the theory associated with these topics. Prerequisite: ACC 305. Spring, annually.

ACC 307 INTERMEDIATE ACCOUNTING III (3)

Topics include revenue recognition, accounting for income taxes, pension and postretirement benefits, leases, changes and error corrections, disclosure and additional concepts associated with the statement of cash flows. Emphasis placed on the students' ability to apply theoretical concepts to practical application. Prerequisite: ACC 306. Fall, annually.

Course Descriptions

- ACC 330 MANAGERIAL COST ACCOUNTING (3)**
 Topics include managerial report generation and analysis with written communication. Includes use of computer models for problem solving. Quantitative and qualitative analysis, including behavioral issues. Capital budgeting, tactical decision making and operational control. Prerequisites: ACC 220, 230, and MGT 204. Spring, annually.
- ACC 352 TAXATION OF INDIVIDUALS (3)**
 Study of federal tax law focusing on individuals. Areas emphasized include fundamental concepts of taxation and tax compliance, planning, and research for personal taxation. Prerequisite: ACC 205. Fall, annually.
- ACC 354 TAXATION OF BUSINESS ENTITIES (3)**
 Study of business taxation including the tax consequences of various forms of business organization, corporate tax compliance, distributions, and reorganizations. Emphasis on the role of taxation in business decision making. Includes research project in taxation. Prerequisite: ACC 352. Spring, annually.
- ACC 380-389 TOPICS IN ACCOUNTING (1-3)**
 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 306. Fall, annually.
- ACC 421 AUDITING (3)**
 A study of the principles and procedures used by certified public accountants and internal auditors in the examination of financial statements and systems of internal control. Areas emphasized include the role of risk assessment, auditing standards, audit reports, auditor legal liability, and professional ethics. Prerequisite: ACC 306. Spring, annually.
- ACC 430 ADVANCED COST ACCOUNTING (3)**
 Course will focus on cost management role, with emphasis on performance analysis, budgeting, variances, cost analysis. Emphasis on analytical skills and verbal and written communication. Prerequisite: ACC 330. As needed.
- ACC 431 RESEARCH IN ACCOUNTING THEORY (W) (3)**
 An accounting capstone course focusing on the history, controversial issues, and current developments in accounting theory. The research process and information literacy are emphasized. Students develop and present an individual research project that demonstrates synthesis of accounting theory and practice to a specific accounting topic. Prerequisite: ACC 307. Spring, annually.
- 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 230. 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 230. 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 230. 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 230. 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 230. 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 230. 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 230. 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 230. 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 230. As needed.

ACC 440J CASES IN 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 accounting classes are applied to management issues requiring students to go "beyond the numbers" in their analyses. Prerequisite: ACC 230. As needed.

ACC 470 INTERNSHIP IN ACCOUNTING (3-8)

ACC 480 INDEPENDENT STUDY IN ACCOUNTING (1-4)

ACC 490 SEMINAR IN ACCOUNTING (1-4)

AES 101 FOUNDATIONS OF THE UNITED STATES AIR FORCE 1 (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 and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 101 through AES 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer. Each semester.

AES 102 FOUNDATIONS OF THE UNITED STATES AIR FORCE 2 (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 and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 101 through AES 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer. Each semester.

AES 201 EVOLUTION OF USAF AIR AND SPACE POWER 1 (2)

A survey course concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration. 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 and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 101 through AES 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer. Each semester.

AES 202 EVOLUTION OF USAF AIR AND SPACE POWER 2 (2)

A survey course concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War and the peaceful employment of U.S. air power in civic actions, scientific missions and support of space exploration. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing them with their first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 101 through AES 202) are basic courses designed to acquaint cadets with the United States Air Force and the opportunities available as an officer. Each semester.

AES 301 AIR FORCE LEADERSHIP STUDIES, PRINCIPLES OF LEADERSHIP AND MANAGEMENT 1 (3)

This course is a study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Cadets deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving cadets opportunities to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers. Each semester.

AES 302 AIR FORCE LEADERSHIP STUDIES, PRINCIPLES OF LEADERSHIP AND MANAGEMENT 2 (3)

This course continues the study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Cadets deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving cadets opportunities to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers. Each semester.

AES 401 NATIONAL SECURITY STUDIES AND PREPARATION FOR ACTIVE DUTY 1 (3)

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets will study topics that will prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers. Each semester.

AES 402 NATIONAL SECURITY STUDIES AND PREPARATION FOR ACTIVE DUTY 2 (3)

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets will study topics that will prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers. Each semester.

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. As needed. IAI-S1 901N

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. Fall, annually.

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. Fall, annually.

- 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. Spring, annually. IAI-F2900
- ART 122 BEGINNING FIGURE (3)**
Explores the figure through action sketching, contour knowledge, modeling, foreshortening, anatomy, and the effects of memory and observation. Drawing with charcoal, ink, collages, and other media is explored. As needed.
- 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 or 122, or instructor consent. As needed.
- 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 2D DESIGN AND LAYOUT I (3)**
This course covers the fundamentals of 2D design and layout as applied to fine art, industry and advertising. Emphasis will be placed upon the design process and the application of graphic symbols in print design and advertising. Materials and equipment appropriate to the development of print design will be investigated as students create work leading to production. As needed.
- 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. As needed.
- ART 245 PHOTOGRAPHY I (3)**
Students in this course explore traditional and contemporary approaches to the art of photography using black and white film and paper. A darkroom and chemicals are provided. Students are expected to furnish their own 35mm cameras, film, paper, and some darkroom tools. As needed.
- ART 251 BEGINNING PAINTING (3)**
Students are introduced to materials and the practice of painting in this introductory course. A variety of approaches to composition and meaning will be addressed as students explore both representational and non-objective ways of painting. Prerequisites: ART 101 or 122, or instructor consent. As needed.
- ART 271 GALLERY PRACTICUM (0-1)**
Students will learn to work in the gallery as part of the practicum duties. They will acquire the skills to install, promote, and work in the gallery. Prerequisites: instructor consent. Each semester.
- ART 280-289 TOPICS IN ART (3)**
As needed.
- ART 305 COMPUTER GRAPHIC DESIGN (3)**
Organized as a lecture workshop, this course is designed to teach the elements of graphic design using the computer, specifically Adobe Photoshop and Adobe Illustrator as a tool. Students will learn program basics and apply them to real life applications. The focus will be on recognizing and creating good design through lessons that utilize and build on computer skills. Each semester.
- 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 and photography from inception to present day. Prerequisite: ART 245 or instructor consent. As needed.
- 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.

Course Descriptions

- ART 321 ADVANCED DRAWING (3)**
 Research by advanced students emphasizing formal structure and composition through a variety of media. Prerequisites: ART 101 or 122, or equivalent. As needed.
- 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. As needed.
- 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. Prerequisite: ART 232. Each semester.
- 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 and 251. As needed.
- 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 or 242, or instructor consent. As needed.
- 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. Students are expected to furnish their own 35mm cameras, film, paper, and some darkroom tools. Lab fees will be charged for chemicals. Students may repeat this course for cumulative credit. Prerequisite: ART 245. As needed.
- 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. As needed.
- ART 355 AESTHETICS OF FILM (3)**
 This course investigates cinema as a visual art form, including how historical forces, artistic and cultural movements, and technological innovations have contributed to its aesthetic development. Students are introduced to basic concepts of photography as well as film theory through innovative and significant works from various eras, genres, and directorial oeuvres. Emphasis is placed on classic American narrative films, from the silent period to the present day. As needed.
- ART 360 PRINTMAKING (3)**
 Relief, intaglio, and/or 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. Prerequisites: ART 101, 122, and 251. As needed.
- ART 380-389 TOPICS IN ART (1-3)**
 As needed.
- ART 445 DIGITAL IMAGING (3)**
 This course explores the art of image-making in the electronic age. Students will learn to the use of digital image equipment (both hardware and software) and the manipulation of the image in order to produce a visually expressive statement. The course will progress from image recording, adjusting the image through the use of lighting, contrast, and color manipulation editing to printing. A variety of software applications will be used. Prerequisites: ART 245 and 305, or instructor consent. As needed.
- ART 470 INTERNSHIP IN ART (3-8)**
- ART 471 GALLERY PRACTICUM (0-1)**
 Students will be required to work in the gallery as part of the practicum duties, which include installation, promotion, and working in the gallery during regular gallery hours, and other duties as needed. No more than 2 hours of credit may be applied to the minor; no more than 4 hours of credit may be applied to the major. Prerequisites: Two semesters of ART 271 and permission of the instructor.
- ART 480 INDEPENDENT STUDY IN ART (1-4)**
 As needed.
- ART 490 SEMINAR IN ART I (1)**
 This is the preparatory capstone step in the culmination sequence for studio art majors and art education majors. Prerequisite: Senior standing. Fall semester.

ART 491 SEMINAR IN ART II (1)

This final capstone course represents the culmination for studio art and art education majors. Students will mount an exhibition of their work, write an artist statement, create a digital portfolio, and deliver a public lecture on their work and influences. Prerequisite: ART 490. Senior standing and permission of the instructor. Spring semester.

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 attending practices of various athletic teams on campus as well as a minimum of 3 athletic contests. Students are required to accumulate a minimum of 35 hours of clinical observation during this class. All students are under the direct supervision of a clinical preceptor. All students applying to the athletic training program must complete ATH 100. Course fee required. Each semester.

ATH 200 MEDICAL TERMINOLOGY (3)

Students will learn and recognize word roots, prefixes and suffixes used in medical language today. They will learn how to combine words to create meaningful medical conditions as well as comprehend their definition and know the correct spelling. This course will cover medical terms related to all major body systems, including: muscular system, skeletal system, respiratory system, circulatory system, digestive system, reproductive system, and urinary system. Each semester.

ATH 208 PRINCIPLES OF ATHLETIC TRAINING (3)

This course provides the foundation for those students pursuing a career in athletic training. Fundamental information regarding prevention, recognition, taping, rehabilitation and modalities appropriate in the care of orthopedic and general medical injuries will be discussed. Laboratory work in the classroom and athletic training room is required. Spring, annually.

ATH 230 FIRST STANDARDIZED CLINICAL EXAM (0)

For this clinical exam students are provided with specific information to study in order to better understand the format and concepts of the exam. Students must successfully complete this exam at 70% or better to receive a passing grade. Students may not sign up more than twice in one semester for this exam. Prerequisites: ATH 250, 250A, 251, 251A, 261, and 262. Each semester.

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

The first of two courses designed to teach athletic training students 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, bio-mechanics, muscle testing, special tests and taping. Prerequisites: PED 158, 206, ATH 208, BIO 308 or 309, and admission to the Athletic Training Program. Fall, annually.

ATH 250A EVALUATION AND ASSESSMENT I CLINICAL (2)

Clinical experience involving evaluation and identification of orthopedic injuries of the lower body. Students must complete a minimum of 150 clinical hours and no more than 275 hours during the course. Supervision by clinical preceptor. This course is taken concurrently with ATH 250. This course may begin prior to the first official day of the semester. Fall, annually.

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

The second of two courses designed to teach athletic training students 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. Spring, annually.

ATH 251A EVALUATION AND ASSESSMENT II CLINICAL (2)

Clinical experience involving evaluation and identification of orthopedic injuries of the upper body. Students must complete a minimum of 150 clinical hours and no more than 275 hours during the course. Supervision by clinical preceptor. This course is taken concurrently with ATH 251. This course may begin prior to the first official day of the semester. Spring, annually.

ATH 261 THERAPEUTIC MODALITIES (4)

A study of the principles and effects of different modalities used in treatment of orthopedic injuries. Physiological effects, rationale and application of different modalities in the care of patients/athletes will be discussed. Practical examination. Includes lab. Prerequisites: Enrolled in ATH 250 and 250A and/or instructor consent. Fall, annually.

ATH 262 THERAPEUTIC REHABILITATION (W) (4)

A study of the principles and effects of different rehabilitation techniques used in the treatment of orthopedic injuries. Bio-mechanics, 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. Prerequisites: ATH 250, 250A, enrolled in 251, 251A, and/or instructor consent. Spring, annually.

ATH 263 THERAPEUTIC REHABILITATION APPLICATION TECHNIQUES (2)

Students will apply skills and rehabilitation techniques learned in ATH 262 to various medical conditions and injuries. This includes organization, prevention, immediate care, treatment and rehabilitation. Prerequisite: ATH 250, 250A, 251, 251A and/or instructor consent. Fall, annually.

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. Fall, annually.

ATH 303 OPTIONAL CLINICAL EXPERIENCE (1)

Optional clinical experience for those students who wish to gain additional experience involving evaluation and identification of orthopedic injuries after completing ATH 250A and ATH 251A. Students must complete a minimum of 125 clinical hours and no more than 175 hours during the course. Supervision by clinical preceptor. Prerequisites: ATH 250, 250A, 251, and 251A. Fall, annually.

ATH 304 OPTIONAL CLINICAL EXPERIENCE (1)

Optional clinical experience for those students who wish to gain additional experience involving evaluation and identification of orthopedic and general medical injuries after completing ATH 250A, ATH 251A and ATH 315. Students must complete a minimum of 125 clinical hours and no more than 175 hours during the course. Supervision by clinical preceptor. Prerequisites: ATH 250, 250A, 251, 251A, and 315. Fall, annually.

ATH 305 OPTIONAL CLINICAL EXPERIENCE (1)

Optional clinical experience for those students who wish to gain additional experience involving evaluation and identification of orthopedic and general medical injuries after completing ATH 250A, ATH 251A and ATH 315. Students must complete a minimum of 125 clinical hours and no more than 175 hours during the course. Supervision by clinical preceptor. Prerequisites: ATH 250, 250A, 251, 251A, and 315. Spring, annually.

ATH 310 OFF-SITE CLINICAL EXPERIENCE (3)

Clinical experience at an off-campus location including but not limited to physician's office, college/university setting, sports medicine clinic or high school. Supervision by a Clinical Preceptor. Students are not allowed to participate in intercollegiate athletics while completing this course. Students must complete a minimum of 200 clinical hours and no more than 350 during the course. Prerequisite: ATH 250, 250A, 251, 251A, 261, 262, 315, and 335. Each semester.

ATH 315 GENERAL MEDICAL CLINICAL (2)

Clinical experience focusing on general medical conditions as well as medical history, taking vital signs, use of stethoscope, otoscope and chemstrip and breathing patterns. Minimum of weekly involvement with one of the team physicians and supervision by clinical preceptor. Students must complete a minimum of 150 clinical hours and no more than 225 during the course. This course may begin prior to the first official day of the semester. Prerequisites: ATH 250, 250A, 251, 251A, 261, and 262. Each semester.

ATH 330 SECOND STANDARDIZED CLINICAL EXAM (0)

For this clinical exam any of the psychomotor skills presented in the first three clinical courses as well as any didactic courses may be used. Students must successfully complete this exam at 75% or better to receive a passing grade. Students may not sign up more than twice in one semester for this exam. Prerequisites: ATH 230, 250, 250A, 251, 251A, 261, 262, 263, and 315. Each Semester.

ATH 335 ATHLETIC TRAINING COMPREHENSIVE KNOWLEDGE EXAM I (0)

Students must register for this course and take the associated exam prior to completing the off-site clinical experience. The exam is a computerized comprehensive multiple choice exam based on knowledge content in courses aligned with the NATA athletic training educational competencies taken in the previous 5 semesters. A score of 70% or better must be achieved on the exam prior to completing the off-site clinical experience. Students who do not successfully pass the exam must postpone their off-site clinical experience and register for ATH 345. Prerequisites: ATH 200, 208, 250, 250A, 251, 251A, 261, 262, 263, 300, 315, 353, BIO 308 or 309, HPE 158, 300, PED 206, and 403. Annually Fall, Spring.

ATH 345 ATHLETIC TRAINING KNOWLEDGE REVIEW (1)

An individualized course plan to work on specific challenges and weaknesses found on the ATH 335 Exam results. Completion of this course will include retaking the ATH 335 exam. As needed.

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. Prerequisites: BIO 101 or 110, 308, 309, and HPE 300. Same as PED 349. Fall, annually.

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. Prerequisites: BIO 101 or 110, and 308. Fall, annually.

ATH 355 ATHLETIC TRAINING KNOWLEDGE REVIEW (1)

An individualized course plan to work on specific challenges and weaknesses found on the ATH 370 Exam results. Completion of this course will include retaking the ATH 370 exam. As needed.

**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. Spring, annually.

ATH 365 EVALUATION AND ASSESSMENT I TEACHING PRACTICUM (2)

Clinical teaching experience working with ATH 250A students. Supervision by ACI. Prerequisites: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Fall, annually.

ATH 366 EVALUATION AND ASSESSMENT II TEACHING PRACTICUM (2)

Clinical teaching experience working with ATH 251A students. Supervision by ACI. Prerequisites: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Spring, annually.

ATH 367 THERAPEUTIC MODALITIES TEACHING PRACTICUM (1)

Clinical teaching experience working with ATH 261 students. Supervision by ACI. Prerequisites: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Fall, annually.

ATH 368 THERAPEUTIC REHABILITATION TEACHING PRACTICUM (1)

Clinical teaching experience working with ATH 262 students. Supervision by ACI. Prerequisites: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Spring, annually.

ATH 370 ATHLETIC TRAINING COMPREHENSIVE KNOWLEDGE EXAM II (0)

Students must register for this course and take the associated exam prior to completing ATH 402. The exam is a computerized comprehensive multiple choice exam based on knowledge content in courses aligned with the NATA athletic training educational competencies taken in the previous 6 semesters. A score of 70% or better must be achieved on the exam prior to completing ATH 402. Students who do not successfully pass the exam must postpone enrollment in ATH 402 and register for ATH 355. Students must pay (register) and complete the first ACES exam at the end of the semester. Prerequisites: ATH 200, 208, 250, 250A, 251, 251A, 261, 262, 263, 300, 306-309, 315, 335, 353, 357, BIO 308 or 309, HPE 158, 300, PED 206, and 403. Annually Fall, Spring.

ATH 402 EQUIPMENT INTENSIVE CLINICAL (3)

Clinical experience in the daily operation and care of football athletes. Supervision by Clinical Preceptor. Students are not allowed to participate in intercollegiate athletics while completing this course. This course may begin prior to the first official day of the fall semester. Students must pay (register) and complete the ACES workshop offered during the course. Students must complete a minimum of 225 clinical hours and no more than 375 during the course. Prerequisite: ATH 250, 250A, 251, 251A, 261, 262 and 370. Fall, annually.

ATH 404 RESEARCH TOPICS IN ATHLETIC TRAINING (W) (2)

More in depth study of evidence based research and practice specific to athletic training research including research methods, statistical analysis and research project design. Prerequisite: MTH 310 and senior standing. Fall, annually.

ATH 430 THIRD STANDARDIZED CLINICAL EXAM (0)

For this clinical exam any of the psychomotor skills presented in the first three clinical courses as well as any didactic courses that have psychomotor skills may be used. Students must successfully complete this exam at 80% or better to receive a passing grade. Students may not sign up more than twice in one semester for this exam. Prerequisites: ATH 230, 250, 250A, 251, 251A, 261, 262, 263, 315, and 330. Each semester.

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

Course Descriptions

as preparation for those students interested in sitting for the CSCS exam given by the NSCA Certification Commission. Same as PED 455. Prerequisites: BIO 101 or 110, 308, 309, ATH 349, and Senior standing. Spring, annually.

ATH 460 FIRST AID / CPR / AED INSTRUCTOR (2)

Designed to train individuals to become Red Cross Instructors who can teach First Aid/CPR/AED courses. Students are required to complete an online component through the Red Cross for this course during the first two weeks of the class. Students must present current certification in First Aid and CPR for the Professional Rescuer and Healthcare Provider to take this class. Students are responsible for paying additional Red Cross fees related to this course. 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. Spring, annually.

ATH 471 BOC PRACTICE EXAM (0)

Students who elect to stay an additional semester and have already completed ATH 402 and 490 must register and pass an additional BOC Practice Exam at 70% or better to graduate. Pre-requisite: ATH 402, 490. Each semester.

ATH 480 INDEPENDENT STUDY (1-4)

ATH 490 SEMINAR IN ATHLETIC TRAINING (3)

A capstone course in Athletic Training focusing on strategies to strengthen athletic training knowledge for success on the Board of Certification (BOC) Exam. All students must pay (register) and complete the final ACES exam midway through the semester for final assessment of strengths and weaknesses. At the end of the semester all students will take one version of the BOC practice exam and must receive a 70% or better score in each domain to pass the course and receive endorsement by the Program Director. Prerequisites: ATH 200, 250, 250A, 251, 251A, 261, 262, 263, 310, 315, 335, 353, 357, 370 and 402. Spring, annually.

BCH 303 PRINCIPLES OF BIOCHEMISTRY (4)

This course is designed to give an overall understanding and integration of the biochemical principles involved in the structure/function relationships of biological molecules and their interactions in the intermediary metabolism in eukaryotic cells with special emphasis on human metabolism. This course satisfies a requirement for students in pre-professional track. Four hours lecture. Prerequisites: CHE 106 and CHE 206 with a grade of C- or higher, or CHE 150 with a grade of C- or higher. Fall, annually.

BCH 310 INTRODUCTION TO MOLECULAR MODELING AND BIOINFORMATICS (2)

Through the hands on web-exercises, students will learn to use the Databases (GenBank, OMIM, UniProt, PDB, and PubMed), Search Tools (BLAST and NCBI Map Viewer), Analysis Tools (ExpASy, PROSITE, ClustalW, and Phylip), and Modeling Tools (Swiss-Model and Deep View). Students will apply what they learn during in-class exercises to complete several projects on their chosen protein during the semester. Two hours lecture. Prerequisite: BCH 303 or instructor consent. Spring, odd years.

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. Spring, odd years.

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

Detailed investigation of specific topics in biochemistry. Fall, odd years.

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. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually. IAI-L1900/L1900L.

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. A student must pass the laboratory portion of any science course to pass the entire course. Fall, even years.

BIO 110 PRINCIPLES OF CELLULAR AND MOLECULAR BIOLOGY (4)

This course is an introductory biology course for biology majors which emphasizes 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 or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

BIO 111 PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY (4)

This course is an introductory biology course for biology majors which emphasizes 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: 1 year of high school biology or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

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 and 111, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

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 211, or instructor consent. Spring, annually.

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. Spring, even years.

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 instructor consent. 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 300 BIOMEASUREMENT (3)

This course uses basic parametric and non-parametric statistical tests to address biological problems. Emphasis is placed on hypothesis development, testing and interpretation in SPSS, and communication of results in proper scientific format. Prerequisites: BIO 110, 111, and 211, or instructor consent. Recommended: MTH 310. Spring, annually.

BIO 303 ECOLOGY (W) (5)

Ecology is a quantitative science that focuses on the diverse interactions between organisms and their biotic and abiotic environment. This course examines factors that control energy and nutrient cycling in ecosystems, population dynamics of organisms, and the structure and function of biological communities, as well as principles that govern ecological responses to anthropogenic changes such as global climate change and habitat fragmentation. There is a required overnight field trip early in the semester. The class meets for four hours of lecture each week and one three-hour laboratory period each week. Prerequisites: BIO 110, 111, 211, 220, and 300, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

BIO 308 HUMAN ANATOMY AND PHYSIOLOGY I (5)

This course provides an in-depth study of the muscular, skeletal, nervous, endocrine and reproductive systems. For each organ system, anatomy, physiology, and role within whole organism are discussed concurrently. Gross anatomy is explored in lab utilizing dissections and/or models; characteristics of tissues and cells is investigated with microscopy. Function of each organ system is investigated in lab by physiological observation and experimentation. This course satisfies the organismal elective area. This course meets for three hours of lecture each week and two two-hour laboratory periods each week. Prerequisite: BIO 101 or 110. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

BIO 309 HUMAN ANATOMY AND PHYSIOLOGY II (5)

This course provides an in-depth study of the cardiovascular, respiratory, immune, digestive and urinary systems. For each organ system, anatomy, physiology, and role within whole organism are discussed concurrently. Gross anatomy is explored in lab utilizing dissections and/or models; characteristics of tissues and cells is investigated with microscopy. Function of each organ system is explored in lab by physiological observation and experimentation. This course satisfies the organismal elective area. This course meets for three hours of lecture each week and two two-hour laboratory periods each week. Prerequisite: BIO 101 or 110. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

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 organismal or cell/molecular elective area. Prerequisites: BIO 110, 111, CHE 105, and 106, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, odd years.

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 each week. Prerequisites: BIO 110, 111, CHE 105, 106 and junior standing, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

BIO 320 CONSERVATION BIOLOGY (3)

This course examines issues related to understanding and preventing the decline of populations and extinction of species. Lectures will discuss fundamental principles of biodiversity maintenance at the level of species, population, and ecosystems. Students will develop knowledge of both ecological and evolutionary principles related to the topic. This course satisfies the ecology/evolution elective area. Prerequisites: BIO 110 and 111. Spring, odd years.

BIO 325 FIELD BOTANY (4)

This is a field-oriented course that surveys local vascular flora and habitats. Field exploration focuses on identification and techniques, with emphasis given to the taxonomy, ecology, evolution, and systematics of native and naturalized plants. This course meets for two three-hour periods each week that will be divided between lecture and laboratory work. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 110, 111, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, even years.

BIO 333 BIOLOGY OF AMPHIBIANS AND REPTILES (5)

This course examines the evolutionary history, current classification, physiology, ecology, behavior, and conservation of amphibians and reptiles. Special attention will be given to extant Illinois species. This course satisfies the organismal or ecology/evolution elective area. Prerequisites: BIO 110, 111, 211, 220, 303 or instructor consent. Spring, even years.

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 organismal or cell/molecular elective area. Prerequisites: BIO 110, 111, 211, CHE 105, and 106, or instructor consent. Spring, odd years.

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 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, 111, 211, and 220. Spring, even years.

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

As needed.

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. This course satisfies either the organismal or cell/molecular elective area. Prerequisites: BIO 110, 111, CHE 105, and 106, or instructor consent. Recommended: CHE 205. A student must pass the laboratory portion of any science course to pass the entire course. Fall, even years.

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 220, or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, odd years.

BIO 430 BIOTECHNOLOGY (4)

Modern genetic techniques have revolutionized the biological sciences, and an understanding of genetics is essential to the fields of biotechnology. This course builds upon students' basic understanding of genetics to develop new molecular genetic skills, a better understanding of experimental approaches, and the ability to access and organize genetic information from the burgeoning bioinformatics databases. The class meets in the laboratory for two two-hour periods each week. 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, CHE 105, and 106. Recommended: CHE 205. A student must pass the laboratory portion of any science course to pass the entire course. Spring, odd years.

BIO 451 SEMINAR IN BIOLOGY (2)

This course 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 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. Prerequisite: Junior standing and biology major. As needed.

BIO 455 BIOLOGY RESEARCH METHODS (2)

This is the capstone course in biology. It will provide an overview of topics important to biological research and allow students to apply information they have learned throughout the biology curriculum in a research setting. This course focuses on critical analysis of primary literature and data, as well as scientific communication in the form of both writing and presentations. Prerequisites: Biology major and senior standing or instructor consent. Spring, annually.

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)**BUS 303 BUSINESS LAW I (3)**

An introduction to law including: its foundations, torts, and topics relevant to business. Most of the course is spent studying modern contract law and its effect on business practice. Each semester.

BUS 304 BUSINESS LAW II (3)

An examination of the law related to: accountant's legal liability; negotiable instruments and banking; principal-agent relationship, employment, proprietorship and partnerships; and corporate formation, governance, and LLCs. Each semester.

BUS 305 LEGAL ASPECTS OF SPORT MANAGEMENT (3)

An examination of the law related to practices of sport management. Examples of topics to be included are: agency, contracts, antitrust, labor, torts, workers compensation, and intellectual property. Prerequisite or concurrent enrollment: SPM 320. As needed.

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 (1-3)
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 120, or equivalent. As needed.

BUS 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 standing or instructor consent. Each semester.

BUS 470 INTERNSHIP IN BUSINESS ADMINISTRATION (3-8)

BUS 480 INDEPENDENT STUDY IN BUSINESS ADMINISTRATION (1-4)

CHE 100 CHEMISTRY IN THE MODERN WORLD (3)
This course provides the chemical principles imbedded in today's technological issues within a conceptual framework of significant social, political, economic, and ethical issues. Technological issues considered include global warming, ozone hole, acid rain, alternative fuels, air and water pollution, thus focus on one theme, 'the environment'. This course satisfies the science and nature core requirement for non-science majors. A student must pass the laboratory portion of any science course to pass the entire course. Each semester.

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; 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. Not intended for non-science majors seeking fulfillment of the Science and Nature requirements of the general education program. Prerequisites: 1) Successful completion of MTH 133 (or equivalent) with a grade of B or better or instructor consent 2) One year of high school laboratory chemistry or physics with a grade of B or better or instructor consent. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually. IAI-P1902/P1902L

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, solids, 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. Not intended for non-science majors seeking fulfillment of the Science and Nature requirements of the general education program. Prerequisite: CHE 105 or equivalent with a grade of C- or higher. Spring, annually.

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 and 106 with a grade of C- or higher. Spring, annually. 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. Spring, annually.

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, with a grade of C- or higher. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually.

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 higher. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually.

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 GC/MS), and electrochemical (conductometry and potentiometry). Four lectures and one four hour laboratory period per week. Prerequisites: CHE 105, CHE 106, and MTH 210. A student must pass the laboratory portion of any science course to pass the entire course. Spring, odd years.

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 and MTH 211, or concurrent enrollment. Fall, even years.

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. Prerequisites: CHE 105, 106, MTH 211, PHY 211, and 212, or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course. Fall, odd years.

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. Prerequisites: CHE 305 and MTH 212, or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course. Spring, even years.

CHE 380-389 SPECIAL TOPICS IN CHEMISTRY (1-3)

Prerequisite: Instructor consent. Spring, annually.

CHE 470 INTERNSHIP IN CHEMISTRY (3-8)**CHE 480 INDEPENDENT STUDY IN CHEMISTRY (1-4)****CHE 491 JUNIOR SEMINAR IN CHEMISTRY (W) (3)**

Students develop scientific reasoning and critical thinking skills required for writing, presenting and editing research papers. They complete a multifaceted research project using an online 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. Spring, annually.

CHE 493A SENIOR RESEARCH IN CHEMISTRY I (3)

Students design, set up, 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. Fall, annually.

CHE 493B SENIOR RESEARCH IN CHEMISTRY II (W) (2-4)

This course is a continuation of CHE 493A so that students have an opportunity to complete their research projects 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. Spring, annually.

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 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 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. Each semester.

CSI 130 INTRODUCTION TO COMPUTING I (4)

An introduction to computing, programming and problem solving. Topics to be discussed include computer organization, data and information processing, computer networks, user interfaces, professional disciplines in computing, basic programming and software design techniques. Primary emphasis is on problem solving with computers. This course includes a required 2-hour lab meeting each week. Each semester. Prerequisite: High School Algebra proficiency or any 3 credit hour mathematics course at the level of MTH 133 or higher.

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. Prerequisites: CSI 121 and MTH 133, or equivalent. As needed.

CSI 201 APPLIED INFORMATION TECHNOLOGY (0-.5)

Description: This course will focus on topics related to the administration of information technology systems. Topics vary each semester. Subjects could include, but not be limited to hardware maintenance, life cycle management of hardware and software, shell scripting, system backup, system replication and basic networking. May be repeated for credit 4 times. Prerequisites: CSI 130 and instructor consent. As needed.

CSI 215 INTRODUCTION TO DATABASES (3)

This course covers the relational model, relational algebra, and SQL. In addition, the course covers relational design principles based on dependencies and normal forms. Additional database topics from the design and application-building perspective will also be covered. Prerequisite: CSI 130. As needed.

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. The course provides a thorough coverage of control structures, functions and arrays. File input and output, pointers, and recursive functions are introduced. Primary emphasis is on object oriented programming including the development of classes, inheritance, operator overloading and polymorphism. This course includes a required 2 hour lab component. Prerequisite: CSI 130. Each semester. IAI-CS911

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: Any 3 credit hour mathematics course at the level of MTH 133 or higher. Spring, annually. IAI-CS915

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. Prerequisites: CSI 250 or 230 or 140, or equivalent, and CSI 121. As needed.

CSI 250 COBOL PROGRAMMING (3)

This course will introduce the COBOL programming language. Students will learn the syntax as well as the structured approach to program design. Various file organizations will be covered. In addition to PC-based development environments, students will learn the fundamental mainframe computers and job control language. Prerequisite: CSI 230. Spring, annually.

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 130. Annually spring.

CSI 280-289 SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS (3)

As needed.

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. Fall, annually.

CSI 315 SYSTEMS ANALYSIS AND DESIGN (3)

This course presents concepts, methodologies, and tools required for the successful analysis, design, and implementation of today's information systems. The entire system development life cycle will be covered. In addition, both structured and object-oriented techniques will be presented. Spring, odd years.

CSI 320 INFORMATION TECHNOLOGY MANAGEMENT (W) (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: 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: MGT 204 or instructor consent. Fall, odd years.

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. Prerequisites: CSI 230 and CSI 235 or MTH 375. Fall, annually. IAI-CS912

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. Prerequisites: CSI 330 and MTH 210. Fall, even years.

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. Prerequisites: CSI 300 and CSI 330. Spring, odd years.

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. Prerequisites: MTH 212 and CSI 230; Same as MTH 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 instructor consent. Fall, even years.

CSI 380-389 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. Prerequisite: CSI 330. Fall, odd years.

CSI 415 ADVANCED DATABASE CONCEPTS (3)

This course will build upon the concepts presented in CSI 215. Topics covered will include SQL tuning, and the implementation, support, and maintenance of relational databases. In addition, techniques for architecting, building, and scaling databases for future growth will be presented. Special emphasis will be given to database security, performance, and availability. Prerequisites: CSI 215, CSI 300, and CSI 330. Fall, annually.

CSI 417 PROJECT MANAGEMENT (3)

This course will cover topics and skills that are necessary for the successful management of today's complex information technology projects. Scheduling, cost control, and scope management will each receive extensive coverage. In addition, team building, risk management, and procurement activities will also be covered. Prerequisites: MGT 204 and either CSI 120 or CSI 130. As needed.

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. Prerequisites: 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: minimum of 15 credit hours of CSI courses including CSI 215. Spring, even years.

CSI 337 INFORMATION SECURITY (3)

This course will provide an introduction to basic information security principles and practices. Topics covered will include the CIA (confidentiality, integrity, and availability) model, risk management, access controls, authentication models, intrusion detection, and vulnerabilities. In addition, basic legal and social issues will also be covered. Prerequisite: CSI 330. 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. Spring, odd years.

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. Prerequisites: CSI 330, MTH 375, and PWR 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. Spring, even years.

CSI 445 DATA MINING (3)

This course is an introduction to data mining. Data mining is concerned with the extraction of knowledge from large data sets. The field encompasses techniques from artificial intelligence, statistics, and databases. Students are introduced to the concepts, issues, tasks and techniques of data mining. Topics include data preparation, exploratory data analysis, pattern recognition, machine learning, classification, clustering, evaluation and validation, scalability, and data mining applications. Prerequisites: CSI 330 and MTH 310. 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 300 or instructor consent. Fall, annually.

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. Prerequisites: 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. Spring, even years.

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 497 SENIOR SEMINAR I (1)

This capstone course combines with CSI 498 and requires that students design and define a project. Projects will involve current topics in computing and information science and incorporate material from several of the courses required for their major. Projects will be researched and documented. Each student will lead a class discussion and make a presentation about their project proposal. Other current topics related to computing and information science as well as careers in those areas are presented. Prerequisites: Senior standing in Computing and 21 CSI credit hours. Fall, annually.

CSI 498 SENIOR SEMINAR II (2)

This capstone course combines with CSI 497 and requires that students implement a project that was defined in the previous course. Projects will involve current topics in computing and information science and incorporate material from several of the courses required for their major. Projects will be researched and documented with a formal paper completed at its conclusion. Each student will lead a class discussion and make a formal presentation about their project. Other current topics related to computing and information science as well as careers in those areas are presented. This course will concentrate on the definition and design of the project to be implemented. Prerequisite: CSI 497. Spring, annually.

DAN 110 BEGINNING MODERN DANCE (3)

Beginning modern dance will focus on presenting the fundamental terminology, philosophy, and basic movement required for the modern dance style. The course also introduces developing a system of fundamental movements to prepare the body for other types of dance. A brief overview of the evolution and history of modern dance will also be presented. As needed.

- DAN 120 BEGINNING BALLET (3)**
This course will present the fundamental terminology, philosophy, and basic movement required for the novice student to participate in ballet. A brief overview of the evolution and history of ballet will also be presented. As needed.
- DAN 130 BEGINNING JAZZ DANCE (3)**
This course will present the fundamental terminology, philosophy, and basic movement required for the novice student to participate in basic jazz dance. A brief overview of the evolution of jazz dance will also be presented. As needed.
- DAN 180-189 SPECIAL TOPICS IN DANCE (1-3)**
As needed.
- DAN 200 DANCE ENSEMBLE (0-1)**
Dance Ensemble is a performance-based ensemble which will incorporate ballet, jazz, modern dance and other dance styles. Students will play a role in the choreography, staging and other creative elements included in the planning and preparing to present a dance concert. Prerequisite: instructor consent. As needed.
- DAN 210 INTERMEDIATE / ADVANCED MODERN DANCE (3)**
Intermediate / Advanced Modern Dance is an in-depth study of the terminology, philosophy, and more advanced movement required for the modern dance style. The focus of this course will be the performance of modern dance techniques and styles. Current practices and trends involving modern dance will also be studied. Prerequisite: DAN 110. As needed.
- DAN 220 INTERMEDIATE / ADVANCED BALLET (3)**
Intermediate/Advanced Ballet is an in-depth study of the terminology, philosophy, and more advanced movement required for the ballet. This course will focus on the performance of ballet techniques and styles. Past and current practices and trends involving ballet will also be introduced. Prerequisite: DAN 120. As needed.
- DAN 230 BROADWAY STYLE JAZZ (3)**
This course will present the terminology, philosophy, and movement required for the student to participate in Broadway style jazz dance. A brief overview of the evolution of Broadway dance will also be presented. Prerequisite: DAN 130 or consent of instructor. As needed.
- DAN 280-289 SPECIAL TOPICS IN DANCE (1-3)**
As needed.
- DAN 350 DANCE COMPOSITION (3)**
Dance Composition delves deeply into kinesiology, choreography, staging, and the theory associated with the creation of a dance routine. Students will be required to create and teach a portion of the dance concert. Students are required to take DAN 200 at the same time as DAN 350. Prerequisites: DAN 200, 210, and 220. As needed in conjunction with DAN 200.
- DAN 380-389 SPECIAL TOPICS IN DANCE (1-3)**
As needed.
- DAN 480 INDEPENDENT STUDY IN DANCE (1-4)**
As needed.
- 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. IAI-S3902
- 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. Fall, annually.
- ECO 320 ECONOMICS OF SPORT (3)**
A course in the principles of the economics of sport. Typical topics include: the relationship of sports to the economy; an examination of demand, revenue, and profit; the market for sports broadcast rights; franchise issues; athlete pay; and labor disputes. Prerequisite: ECO 211. Fall, annually.

- ECO 333 ENVIRONMENTAL ECONOMICS (3)**
Description: This course applies economic principles to issues pertaining to natural resources and the environment. This is accomplished through the analysis of existing and proposed policies and regulations on the use of natural resources as well as their effects on the environment. Prerequisite: ECO 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. Recommended: MTH 310. Fall, annually.
- ECO 380-389 TOPICS IN ECONOMICS (1-3)**
As needed.
- ECO 410 ECONOMETRICS (3)**
This course is an introduction to quantitative modeling of economic and financial information. The course will teach modeling techniques with an emphasis on applying these tools to make informed business and economic decisions. The course will include a discussion of statistical models, their underlying assumptions and properties, how to test whether these assumptions are met and how to address violations of these assumptions. Prerequisites: MTH 310 and either ECO 211 or 212. Spring, odd years.
- ECO 450 CURRENT ECONOMIC ISSUES (W) (3)**
Focus on the role of markets in guiding human behavior. Emphasis will be on the market view point of selected issues such as Social Security, minimum wage, outsourcing, alternative energy, and education vouchers. This is a capstone course for all economics majors in the College of Arts and Sciences. Prerequisites: ECO 211 and 212. Spring, annually.
- ECO 470 INTERNSHIP IN ECONOMICS (3-8)**
- ECO 480 INDEPENDENT STUDY IN ECONOMICS (1-3)**
- EDR 410 ADOLESCENT LITERATURE (3)**
This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers' development. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom. Each semester.
- EDU 115 TECHNOLOGY INTEGRATION INTO THE CLASSROOM CURRICULUM (3)**
This course provides an overview of current computer applications and models of educational technology for the classroom through a hands-on project based approach. Students will be able to creatively and effectively integrate the use of technology in the K-12 curriculum. Emphasis will be placed on learning how to use current technologies in a classroom setting. Particular focus will be placed on the pedagogy and how to effectively implement technology tools in the classroom to instruct students. Course activities include the use of Microsoft Office applications, 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 205 MULTICULTURAL EDUCATION (3)**
Students will examine the social and educational issues that affect the schooling of P-12 students from culturally diverse backgrounds. Course content will address particular issues such as ethnicity and race, socioeconomic status, gender, academic exceptionalities, sexuality, language, religion and geographical location. Students will develop personal philosophies and apply models of multicultural education to various grade levels. Students will demonstrate effective teaching and learning strategies that are culturally relevant for P-12 students. Each semester.
- EDU 210 INTRODUCTION TO TEACHING (W) (3)**
This course is an introduction to the foundations of American education and the profession of teaching and professional practice. School organization, teaching dispositions, 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. Pre/co-requisite: EDU 115. 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,

Course Descriptions

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 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 concurrent enrollment in EDU 358. Each semester.

EDU 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING (3)

This course provides an examination of the major theories and research studies which address how individuals grow, develop, and learn. Students will explore the practical applications of providing learning opportunities in school settings that support the cognitive, social, emotional, moral/ethical, and physical development of all learners. Prerequisites: PSY 153, EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 420, 430, 442, 446, and 462. 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 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 instructor consent. As needed.

EDU 401 METHODS OF TEACHING FINE ARTS (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: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 409, 429, 458 and 461. 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. A 48 hour eight-week field experience is a course requirement. 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

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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.) Each semester.

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 409 INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY (3)
This course prepares teacher candidates with strategies to plan and design instruction based upon knowledge of the content, students, community, and curriculum goals. The teacher candidates develop lessons for delivery in the classroom utilizing a variety of instructional strategies needed to enhance the development of critical thinking and problem solving skills, which are required in the current standards-based curriculum. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 429, 458, and 461. Each semester.

EDU 412 METHODS OF TEACHING READING/WRITING IN THE CONTENT AREAS FOR MIDDLE/HIGH SCHOOL (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.

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. 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 418. Summer.

EDU 420 THE LEARNING ENVIRONMENT (3)
This course prepares teacher candidates to understand what fuels individual/group motivation and how to use that knowledge to create a learning environment that encourages positive social interaction, active learning, and self-motivation to learn/achieve. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 430, 442, 446, 462, and EDU 350. Each semester.

EDU 429 CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS (3)
In this class, students will research diverse children's literature and authors of various literary genres. Learning theories, instructional delivery, collaborative relationships, and technology connected to children's literature will be emphasized. National (International Reading Association and National Council of Teachers of English) and state standards (Common Core State Standards) connected to the implementation of a children's literature curriculum will be highlighted. Children's literature in traditional print, online, and digital formats are part of this course. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 458 and 461. Each semester.

EDU 430 EARLY LITERACY (3)
This course is designed as a study of early literacy. The foundations of reading and language acquisition are explored. Students will become familiar with research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Phonemic awareness, phonics instruction, vocabulary, fluency, comprehension as well as the scaffolding and development of these skills are the focus of this course. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 350, EDU 420, 442, 446, and 462. Each semester.

EDU 435 METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY) (3)
This course involves study about the teaching of content area reading in the elementary school. Emphasis is placed on an understanding of the reading process, research based best practices, the importance of content area reading instruction, and current methods and materials used in content area reading instruction and assessment. Lecture-discussions, small group/workshop exercises, reflective writing, and simulated teaching may comprise the class activity format. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 441, 445, 460, 463 and SPE 405. Each semester.

EDU 441 TEACHING ELEMENTARY MATHEMATICS (3)
This course highlights the structure and process of teaching mathematics in the elementary school with alignment to the Common Core Standards. Lesson topics emphasize combating mathematics anxiety, developing various instructional strategies (including Singapore mathematics methods), encouraging

proper use of academic vocabulary, promoting metacognition through mental mathematics and all problem solving experiences, integrating appropriate mathematics manipulatives and technology in developmentally appropriate ways and creating a variety of assessment tools to satisfy differentiation of instruction. Discovery learning instruction will be modeled, as well as a variety of collaboration models for sharing mathematical ideas, highlighting the needs of students with exceptionalities and those from disadvantaged or culturally different backgrounds. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 445, 460, 463 and SPE 405. Each semester.

EDU 442 TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM (3)

This course explores the theory and practice of instructional design specific to the teaching and learning of science. Students will examine the core concepts of earth, physical, and biological sciences through use of science practices appropriate for the elementary classroom. The focus will be on instructional strategies to engage all students in science learning and problem-solving. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 350, EDU 420, 430, 446, and 462. Each semester.

EDU 445 LEARNING AND TEACHING LANGUAGE ARTS (W) (3)

In this class, teacher candidates will explore the writing, speaking, listening and language strands of the Common Core State Standards. Instructional delivery will closely model the foundations set forth by the National Council of Teachers of English. Teacher candidates will develop effective teaching strategies via observation requirements, lesson plans, daily oral language, and peer teaching assignments. Reflective measures such as professional development experiences, lesson plan reflections and designing an ELA classroom learning foundation will be utilized in order to become better prepared teachers. In addition, informal and formal assessments in ELA will be explored. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 460, 463 and SPE 405. Each semester.

EDU 446 METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM (3)

This course is designed to introduce teacher candidates to the methods of teaching and learning social science in the elementary classroom. Candidates will demonstrate competency in curriculum development and instructional planning of integrated social science content that effectively meets the needs of diverse learners. Candidates will also exhibit instructional delivery techniques that focus on critical thinking, problem solving, and performance as well as assessment strategies appropriate to various developmental levels and cultural backgrounds. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 350, EDU 420, 430, 442, and 462. 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. A 48 hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: EDU 311 and admission to the Teacher Education Program. Fall, annually.

EDU 458 ASSESSING STUDENT LEARNING (3)

A review of theory, policy, and practice related to the assessment of student learning outcomes in the K-12 classroom. Content includes the writing of instructional objectives, types of assessment and their construction, and the analysis and use of test results. The focus is on strategies for assessing student learning and use of assessment data in instructional decision making. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 429 and 461.

EDU 460 MOVEMENT CONCEPTS (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. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 445, 463 and SPE 405. Each semester.

EDU 461 FIELD I (ELE) (1)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 48 contact hours (6 hours per day, one day per week) over an eight week period. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 401, 409, 429, and 458. Each semester.

EDU 462 FIELD II (ELE) (2)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 54 contact hours (6 hours per day, one day per week) over a nine week period. Prerequisites: EDU 401, 409, 429, 458, and 461. Concurrent enrollment: EDU 420, 430, 442, 446, and EDU 350. Each semester.

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EDU 463 FIELD III (ELE) (3)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 120 contact hours (6 hour per day, two days per week) over a ten week period. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 460, 463 and SPE 405. Each semester.

EDU 464 FIELD I (MIDDLE SCHOOL) (1)

Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 48 contact hours (6 hours per day, one day per week) over an eight week period. Prerequisite: Acceptance into the Teacher Education Program. Concurrent enrollment: EDU 403, 409 and 458. Each semester.

EDU 465 FIELD II (MIDDLE SCHOOL) (2)

Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 54 contact hours (6 hours per day, one day per week) over a nine week period. Prerequisites: EDU 403, 409, 458, and 464. Concurrent enrollment: EDU 404, 420, EDR 410, and EDU 350. Each semester.

EDU 466 FIELD III (MIDDLE SCHOOL) (3)

Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 120 contact hours (6 hour per day, two days per week) over a ten week period. Prerequisites: EDU 404, 420, 465, EDR 410 and EDU 350. Concurrent enrollment: EDU 412, 4XX (Content Area Methods Course), and SPE 405. Each semester.

EDU 470 INTERNSHIP IN EDUCATIONAL SERVICES (3-8)

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 471 METHODS OF TEACHING SOCIAL STUDIES IN MIDDLE/HIGH SCHOOL (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. This course should be taken during the semester preceding student teaching. Prerequisite: EDU 310 and admission to the Teacher Education Program. Fall, annually.

EDU 472 METHODS OF TEACHING SCIENCE IN MIDDLE/HIGH SCHOOL (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. A 48 hour eight-week field experience is a course requirement. This course should be taken during the semester preceding student teaching. Prerequisite: EDU 310 and admission to the Teacher Education Program. Fall, annually.

EDU 473 METHODS OF TEACHING MATHEMATICS IN MIDDLE/HIGH SCHOOL (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. This course should be taken during the semester preceding student teaching. Prerequisite: EDU 310 and admission to the Teacher Education Program. Fall, annually.

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 or 310, and admission to the Teacher Education Program. Fall, annually.

EDU 475 METHODS OF TEACHING ENGLISH IN MIDDLE/HIGH SCHOOL (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 and admission to the Teacher Education Program. Fall, annually.

EDU 479 INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS (3)

Principles and practice of adult learning and instruction; selection and use of appropriate instructional design strategies and materials in a variety of work contexts. Traditional methods, as well as innovative approaches, will be included. Prerequisite: Completion of EDU 210/510. 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 instructor consent. As needed.

EDU 490 STUDENT TEACHING SEMINAR (3)

This course addresses the student teaching field experience and culminating assessments for program completion and licensure. Concurrent enrollment: EDU 495, 496, or 497. Each semester.

EDU 492 STUDENT TEACHING (MIDDLE SCHOOL) (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). Prerequisites: Passing score on the Illinois Content Area Examination and approval by the Council on Teacher Education. Concurrent enrollment: EDU 490 and 499. Each semester.

EDU 493 STUDENT TEACHING (ELEMENTARY) (7)

Field experience in a selected classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. Full-time student teaching in the fall or spring for 8 weeks. This course is a co-requisite with SPE 493. 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). Prerequisites: Passing score on the Illinois Content Area Examination and approval by COTE. Concurrent enrollment: EDU 490 and 499. Each semester.

EDU 496 STUDENT TEACHING (SECONDARY) (14)

Field experience in a selected classroom of local secondary schools under the 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, a passing score on the appropriate Content test, and admission to Student Teaching. Concurrent enrollment in EDU 490. 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, a passing score on the appropriate Content test, and admission to Student Teaching. Concurrent enrollment in EDU 490. Each semester.

EDU 499 TEACHING PERFORMANCE ASSESSMENT (0)

This is the culminating assessment for student teaching required for graduation and Illinois state teaching licensure. Student teachers will be required to complete the APT exam and edTPA assignment mandated by the state. Concurrent enrollment: EDU 495, 496, or 497. Each semester.

ENG 109 COLLEGE WRITING STRATEGIES (3)

ENG 109 provides students with intensive writing instruction and practice and introduces students to various academic writing conventions. Students analyze and evaluate written texts and are introduced to prewriting, drafting, and revision strategies as they write papers that inform, analyze, and persuade. ENG 109 emphasizes personal assistance from the instructor. (Note: Students must earn a grade of C- or higher in this course in order to be eligible to take ENG 111. Fall, annually.

ENG 111 ENGLISH I: ACADEMIC WRITING (4)

English 1 assists students in becoming competent academic writers by introducing them to important academic writing conventions, including analyzing and evaluating written texts. By utilizing various rhetorical strategies and applying basic research techniques, students will further develop the important skills entailed in prewriting, drafting, and revising, as they write analytical and persuasive papers. Each semester. IAI-C1900

ENG 112 ENGLISH II: RESEARCH AND WRITING (4)

English II further prepares students for the types of academic writing expected in college, with emphasis on the development of critical and analytical skills for reading, research, and writing across the disciplines. The course reinforces process approaches to researched writing while continuing to develop skills in writing for multiple purposes, including analysis, evaluation, synthesis, and argumentation. Prerequisite: ENG 111. Each semester. IAI-C1901R

ENG 114 ELEMENTS OF COMPOSITION (2)

This course is designed to assist those students needing extra help in sentence structure and composition. It concentrates on the skills necessary for writing complete sentences and unified paragraphs with sufficient content development. Pass/Fail only. As needed.

ENG 201 SHAKESPEARE (3)

This course serves as an introduction to Shakespeare's plays. In addition to reading a representative selection of his works from a variety of genres, students will also study the theatrical and cultural contexts of his life and times. Works may include Hamlet, Romeo and Juliet, and A Midsummer Night's Dream. Fall, annually.

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. Prerequisites: ENG 111 and 112. Spring, annually.

ENG 206 INTRODUCTION TO WRITING FICTION (W) (3)

This is a workshop course designed to help students develop an understanding of the basic artistic principles involved in fiction writing and to give them the opportunity to apply these principles in writing short fiction and plays. Prerequisites: ENG 111 and 112. Fall, annually 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. Prerequisites: ENG 111 and 112. Spring, annually.

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. Prerequisites: ENG 111 and 112. 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. Spring, annually.

ENG 236 YOUNG ADULT LITERATURE (3)

This course is a study of literature for young adults from grades 6 through 12. The course examines classic and contemporary works from a variety of fictional genres, including realism, fantasy, and science fiction, as well as poetry. By critically reading, analyzing, and writing about the selected texts, students will hone their ability to interpret literature designed for this unique audience. Some time will be devoted to studying the criteria for selecting and evaluating young adult literature as well as developing the best methods of sharing this literature with adolescents. The course is required for all English secondary education majors. Spring, odd years, as needed.

ENG 237 COMING-OF-AGE LITERATURE (3)

This class examines contemporary coming-of-age novels and short stories written for adults. Each semester.

ENG 238 THE AMERICAN DREAM IN CONTEMPORARY AMERICAN NOVELS (3)

This course will examine contemporary explorations of the American Dream in novels written in the 20th and 21st centuries, asking students to analyze how authors respond to our evolving definition of the American Dream. The novels will be selected to represent a diverse American society, exploring race, class, and gender. Each semester.

Course Descriptions

ENG 250 DRAMATIC LITERATURE (3)

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

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. Fall, annually.

ENG 253 THE LITERATURE OF POST-COLONIAL 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. Spring, annually.

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. Spring, even years.

ENG 255 LITERATURE AND THE ENVIRONMENT (3)

This course will explore literature that focuses on the environment and environmental issues. Fall, odd years.

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. Spring, annually.

ENG 272 FICTION (3)

This course focuses on works of fiction, including short stories and at least one novel. Class discussions center on gaining critical understanding of the contexts and elements of fiction to improve appreciation and reading of fictional literary works. Fall, annually.

ENG 273 FILM AND LITERATURE (3)

This course will examine film adaptations of a variety of literary texts, including novels, short stories and plays, focusing on the unique characteristics of cinematic texts. Spring, even years.

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. Prerequisites: ENG 111 and 112. Fall, annually.

ENG 300 THE NATURE OF LANGUAGE (3)

This course is an introduction to the linguistic aspects of language, including phonology, morphology, and the structure, meaning, and history of language, with a particular emphasis on semantics. Additional topics may include language acquisition (including how the brain processes language), dialects, dictionaries, communication, and language and society (the language of politics, advertising, and gender, as well as taboo words, jargon, and more), among others. Prerequisites: ENG 111 and 112. Fall, odd years.

ENG 303 AMERICAN LITERATURE TO 1900 (3)

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. Authors may include Bradford, Bradstreet, Franklin, Emerson, Thoreau, Whitman, Hawthorne, Melville, Dickinson, and Twain, among others. Prerequisites: ENG 111 and 112. Fall, annually.

ENG 304 AMERICAN LITERATURE FROM 1900 TO PRESENT (3)

The course includes a survey of American literature from the American realist period in the early twentieth century to contemporary American literature. Emphasis is placed on examining various expressions of American realism, regionalism, modernism and postmodernism. Authors may include Dreiser, Cather, James, Wharton, Hemingway, Frost, Hughes, Fitzgerald, Faulkner, Williams, Eliot, Ellison, Wright, Brooks, O'Connor, Ginsberg, Morrison, and DeLillo, among others. Prerequisites: ENG 111 and 112. Spring, annually.

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. Prerequisites: ENG 111 and 112. Spring, annually.

ENG 306 ADVANCED WRITING OF FICTION (W) (3)

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

ENG 307 ENGLISH GRAMMAR (3)

This course is a study of English grammar, including phonology (sound system), morphology (word structure), and syntax (sentence structure) with an emphasis on structural and transformational grammars. Prerequisites: ENG 111 and 112. Fall, even years.

ENG 309 WORLD LITERATURE I (3)

This course surveys literature (primarily but not exclusively western) from the ancient period, the medieval period, and the Renaissance. Writers may include the following: Homer, Aeschylus, Sophocles, Euripides, Virgil, Valmiki (Ramayana), Dante, Marie de France, Boccaccio, Shikibu, DeNavarre, and Cervantes, among others. Additional selections from the Bible and The Thousand and One Nights may be studied as well. The course emphasizes historical and cultural contexts, as well as major literary texts. Prerequisites: ENG 111 and 112. Fall, even years.

ENG 310 WORLD LITERATURE II (3)

This course surveys literature (primarily but not exclusively western) from the seventeenth century into the twenty-first century, including the following literary periods and movements: Enlightenment, Romanticism, realism and naturalism, modernism, and post-modernism. Writers may include the following: Moliere, Voltaire, Rousseau, Flaubert, Dostoyevsky, Tolstoy, Ibsen, Kafka, Camus, and Marquez, among others. Additional selections from Chinese, Japanese, Arabic, and Indian literature may be studied as well. The course emphasizes historical and cultural contexts, as well as major literary texts. Prerequisites: ENG 111 and 112. Fall, odd years.

ENG 311 ANGLO-SAXON AND MEDIEVAL 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. Prerequisites: ENG 111 and 112. Fall, odd years.

**ENG 312 ENGLISH RENAISSANCE AND EIGHTEENTH CENTURY
ENGLISH LITERATURE (3)**

This course surveys major literary works in poetry, prose and drama of the Elizabethan and Jacobean periods through the Eighteenth Century. Authors may include Marlowe, Spenser, Sidney, Shakespeare, Milton, Donne, Swift, Pope, Defoe, Johnson, and Fielding. Emphasis is placed on cultural and historical contexts, as well as the texts themselves. Fall, even years.

ENG 313 TOPICS IN SHAKESPEARE (3)

This course offers an in-depth study of Shakespeare's plays, sources, genres, and culture. Students will also learn the history of Shakespearean criticism, performance, and reception. Works may include Hamlet, Romeo and Juliet, and A Midsummer Night's Dream in addition to less well-known works. Prerequisite: instructor consent. Spring, annually.

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. Prerequisites: ENG 111 and 112. Spring, odd years.

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, Ruskin, Dante and Christina Rossetti, Swinburne, Morris, Wilde, Shaw, George Eliot, and Hardy, among others. Emphasis is placed upon cultural and historical contexts as well as on the texts themselves. Prerequisites: ENG 111 and 112. Spring, even years.

- ENG 319 TWENTIETH CENTURY ENGLISH LITERATURE (3)**
This course surveys selections of English and Irish literature from 1900 to the present. Authors may include Conrad, Yeats, Eliot, Joyce, Woolf, Forster, Lawrence, Auden, Thomas, and Pinter, among others. Emphasis is placed on cultural and historical contexts as well as on texts. Prerequisites: ENG 111 and 112. Spring, even years.
- 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. Prerequisites: ENG 111 and 112. As needed.
- ENG 330 LATIN AMERICAN AND CARIBBEAN LITERATURE (3)**
This class explores a wide range of Latin-American and Caribbean literature, studying the history and culture of the countries from which the literature comes. Prerequisite: ENG 111 and 112. 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. Prerequisites: ENG 111 and 112. Spring, odd years, as needed.
- ENG 374 AMERICAN LITERATURE AND CULTURE (3)**
This course will offer students an opportunity to study an American literary period or theme in greater depth. Prerequisites: ENG 111 and 112. Spring, annually.
- 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. Prerequisites: ENG 111 and 112. 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 instructor consent to take ENG 390. Spring, annually.
- ENG 460 CREATIVE WRITING THESIS (1)**
Intended for students minoring in creative writing, ENG 460 is designed to help students develop and polish a substantial sample of original poetry or fiction. Working independently with the creative writing instructor, students will create a thesis collecting a substantial body of their own poetry or fiction, revised to publishable quality. Prerequisite: instructor consent and Senior standing. As needed.
- ENG 470 INTERNSHIP IN ENGLISH (3-8)**
Prerequisite: Instructor consent. 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: Instructor consent.
- 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: English major with Senior standing or instructor consent. Fall, annually, as needed.
- ENS 280-289 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (3)**
As needed.
- ENS 380-389 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (3)**
As needed.
- ENS 470 INTERNSHIP (3-8)**
- ENS 480 INDEPENDENT STUDY (1-4)**

- ENS 490 SEMINAR IN ENVIRONMENTAL STUDIES (W) (3)**
 This course is a guided course that will present students with a variety of topics and engage them in discussion and interpretation of current topics in environmental studies. A primary goal of this course is to allow students to develop their critical thinking and communication skills while exploring specific environmental issues in more detail. Prerequisite: Instructor consent. As needed.
- 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. A student must pass the laboratory portion of any science course to pass the entire course. Each semester.
- ES 110 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. Fall, annually.
- 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.
- 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 205 and ECO 211. Each semester.
- FIN 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 ECO 309. Fall, annually.
- FIN 320 BUDGETING AND FINANCING OF SPORT (3)**
 This course examines the principles involving the procurement, allocation, and control of funds used to support sport programs. Prerequisite: FIN 308. Fall, annually.
- FIN 355 INVESTMENTS (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. Fall, annually.
- FIN 357 INTERNATIONAL FINANCE (3)**
 This course explores the special issues that arise in connection with international financial transactions. Topics examined include the international monetary system, world financial markets, the balance of payments, global corporate governance, the foreign exchange market, international parity relationships, and the management of foreign exchange exposure. Prerequisite: FIN 308 or instructor consent. As needed.
- FIN 360 FINANCIAL MANAGEMENT-APPLICATIONS AND CASES (W) (3)**
 Application of basic financial techniques and principles in financial administration, policy, and decision making. The case-study method is used. Prerequisites: FIN 308 and MTH 310. Spring, annually.
- FIN 380-389 TOPICS IN FINANCE (1-3)**
 As needed.
- FIN 470 INTERNSHIP IN FINANCE (3-8)**
- FIN 480 INDEPENDENT STUDY IN FINANCE (1-3)**
- FLS 180-189 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)**
- FLS 280-289 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)**

Course Descriptions

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.

FOR 101 FORENSIC STUDIES CORNERSTONE (1)

This course is an introduction to forensic studies. An overview of the field, subfields, and career opportunities will be provided. The course will include engaging teaching activities such as guest speakers, case studies, and discussion. Spring, annually.

FRE 101 FRENCH LANGUAGE AND CULTURE I (3)

An introductory course designed for the student with no knowledge of the French language. Emphasis is placed on listening, speaking, and writing skills as well as an introduction to Francophone cultures and histories. As needed.

FRE 102 FRENCH LANGUAGE AND CULTURE II (3)

A continuation of FRE 101. The course emphasizes speaking and understanding of conversational French with a continued development of writing and vocabulary skills as well as continued understanding of Francophone cultures and histories. Prerequisite: FR 101 or placement test. As needed.

FRE 201 FRENCH 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 knowledge of the culture through readings in French and in translation. Prerequisite: FRE 102 or placement test. As needed.

FRE 202 FRENCH LANGUAGE AND CULTURE IV (3)

A continuation of FR 201. This course focuses on developing the students' skills to an advanced level of proficiency. Emphasis is placed on the development of the spoken language, original composition, and knowledge of the culture through readings in French and in translation. Prerequisite: FRE 201 or placement test. As needed.

GLS 101 INTRODUCTION TO GLOBAL STUDIES (3)

This course examines modern globalization and the interdependence that characterizes contemporary global issues, including migration, climate change, economic stability, hunger, disease, war, terrorism, migration, cultural diversity, and poverty. Spring, annually.

GLS 240 CROSS CULTURAL PRACTICUM (3 or 1)

An analysis of global issues and the impact of globalization on social inequality. Students are required to participate in an international service-learning experience during spring break. Course may be repeated for 1 credit hour. No more than 4 credits may be applied to the major. Cross-listed as SOC 240. Prerequisite: application and instructor consent. Spring, as needed.

GLS 470 INTERNSHIP IN GLOBAL STUDIES (3-8)

GLS 480 INDEPENDENT STUDY IN GLOBAL STUDIES (1-4)

GLS 498 SENIOR SEMINAR IN GLOBAL STUDIES (3)

Selected topics to change yearly. Offers students a capstone experience in which students do an extensive research project and present their findings in a seminar setting. Spring, annually.

GRK 370 NEW TESTAMENT GREEK I (4)

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. This course can be used toward fulfillment of the foreign language requirement. As needed.

GRK 371 NEW TESTAMENT GREEK II (4)

A continuation of GRK 370. This course continues the formal study of Greek grammar and vocabulary, and gives increasing attention to translation and study of the Greek New Testament. This course can be used toward fulfillment of the foreign language requirement. As needed.

GRK 375 READINGS IN NEW TESTAMENT GREEK (1-4)

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 and 371. As needed.

GRN 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING (4)

Prerequisite: PSY 153. Same as PSY 321. Fall, annually.

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- GRN 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING (4)**
Prerequisite: PSY 153. Same as PSY 322. Spring, odd years.
- 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.
- GRN 480 INDEPENDENT STUDY IN GERONTOLOGY (1-4)**
- GRN 490 SEMINAR IN GERONTOLOGY (1-4)**
As needed.
- GRN 495 SENIOR ESSAY IN GERONTOLOGY (W) (3-4)**
As needed.
- HIS 161 WORLD CIVILIZATION TO 1450 (3)**
A comparative survey of early civilizations in Asia, Africa, and Europe from prehistory to the fifteenth century. Fall, annually.
- HIS 162 WORLD CIVILIZATION SINCE 1450 (3)**
A comparative survey of world civilization from the fifteenth century to the outbreak of World War I. Spring, annually.
- 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. Each semester.
- HIS 262 UNITED STATES HISTORY SINCE 1865 (3)**
A survey of American history from the Civil War to the present. Each 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.) Spring, annually.
- HIS 275/375 UNITED STATES ENVIRONMENTAL HISTORY (3)**
A survey of environmental history in the United States, this course provides an overview of the changing relationship between human societies and the natural world. (Students taking this course as HIS 375 will be required to complete a major research project in addition to other required writings. Students may elect to take it at one level, but not both.) Spring, even years.
- 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.) Fall, annually.
- 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.) Spring, odd years.
- 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.

Course Descriptions

- 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. Spring, annually.
- 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. Spring, annually.
- 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. Fall, even years.
- 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. Spring, even years.
- HIS 313 EARLY MODERN EUROPE: 1450-1815 (W) (3)**
A study of the development of European civilization from the Renaissance through the Napoleonic Era. Fall, annually.
- HIS 314 MODERN EUROPE: 1815-1945 (W) (3)**
A study of European civilization from the Congress of Vienna to 1945. Spring, annually.
- 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 instructor consent. Fall, odd years.
- 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 instructor consent. Fall, even years.
- HIS 323 DIVISION AND REUNION: 1836-1890 (3)**
A study of Manifest Destiny, rising sectional tensions, the Civil War, and the Reconstruction Era. Spring, odd years.
- 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. Fall, even years.
- 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. Fall, odd years.
- 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 instructor consent. Spring, even years.
- 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 instructor consent. Spring, odd years.
- 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. As needed.
- HIS 343 HISTORY OF LATIN AMERICA (3)**
A survey of Latin American history from pre-colonial Indian cultures to recent developments in modern Latin America. As needed.
- HIS 358 HISTORY OF THE SOVIET UNION (W) (3)**
A history of Russian development with a major emphasis on the period from the Revolutions of 1917 to the end of the twentieth century. 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. Spring, even years.

HIS 373 HISTORICAL GEOGRAPHY (3)
This interdisciplinary course explores and 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 placed on North America, but examples from the rest of the world will be studied. Fall, even years.

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. Prerequisites: HIS 110 and 310. Required of all history majors. Fall, annually.

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.

HON 380-389 HONORS SEMINARS (0-1)
These seminars vary widely in substance and are mutually developed by both students and faculty in the honors program. As needed.

HON 300 HONORS PRACTICUM (3)
This course provides an opportunity for honors students to conduct research with a full-time McKendree faculty member. The course expectation is 45 hours of work over the course of the semester. Consent of instructor required. May be repeated for credit up to three times. Each semester.

HON 401 HONORS THESIS I (2)
Students develop a thesis proposal and write a first draft of a research topic in their field of interest. The thesis may be related to a senior thesis within certain majors. Fall, annually.

HON 402 HONORS THESIS II (2)
Students complete a final draft of the senior thesis and present it to the campus community. The thesis may be related to the senior thesis within certain majors. Spring, annually.

HON 480 INDEPENDENT STUDY (1-3)

HPE 158 HEALTH AND WELLNESS (3)
The Health and Wellness course will afford students the opportunity to reinforce the basics in all eight dimensions of wellness for promoting a healthy lifestyle in addition to exploring the most current thinking on health and wellness topics and related controversial issues. Students will learn practical ways in which to integrate positive health and wellness behaviors into their lifestyle to become a healthy student and citizen. Each semester.

HPE 200 FOUNDATIONS OF HUMAN MOVEMENT (3)
This course will introduce the composition and function of the musculoskeletal system with principles and mechanical concepts for human movement, functional anatomy of the skeletal, connective tissue, articular and neuromuscular systems. Students will also learn the structural adaptation of musculoskeletal components during aging as well as the etiology of the musculoskeletal disorders and injuries. Spring, annually.

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. Spring, annually.

**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 through service hours in the urban, suburban, and rural districts of the county. Students will be introduced to the professional arena by becoming a member in both the student and national professional organization and participating in service learning. Prerequisites: HPE 158 and either HPE 210 or EDU 115. Each semester.

HPE 250 TESTS AND MEASUREMENTS FOR HEALTH PROFESSIONS (2)

This course is designed to provide the foundational skills necessary for effective assessment of the multiple dimensions of health and wellness in a variety of health and wellness settings, including schools (physical education and health education), worksites and fitness facilities and with diverse populations. Emphasis will be given to principles governing assessment, basic statistical procedures required to make meaningful conclusions from data, specific fitness and skills tests and test batteries, lifestyle behavior assessments, and skills related to data presentation and reporting. Spring, annually.

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 or instructor consent. Spring, even years.

HPE 300 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. Each semester.

HPE 301 ADVANCED HUMAN NUTRITION (W) (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 and 300. Spring, annually.

HPE 325 SUPPLEMENTS AND SPORTS NUTRITION (W) (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 and 300. Fall, annually.

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 and 214, or instructor consent. Fall, even years.

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. Fall, even years.

HPE 379 EMPLOYEE HEALTH AND WORKSITE WELLNESS (3)

This course is designed to prepare students to work in a corporate wellness setting. It will provide the student with the opportunity to study issues related to worksite wellness that affect employees, employers, health benefits, productivity, absenteeism and presenteeism. Students will explore various corporate wellness models and programs and key concepts related to return on investment (ROI). They will learn the role of needs assessment and cultural and environmental assessments in worksite wellness programming. The course will address health risk appraisals, biometrics, and other screenings that are tools for making appropriate programming decisions in worksite wellness programs. Overall, students will learn how to plan, develop, implement, and evaluate corporate health and wellness programs. Prerequisites: HPE 158, 210, and 214. Spring, odd years.

HPE 380-389 SPECIAL TOPICS IN HEALTH PROMOTION AND WELLNESS (1-3)
Instructor consent. As needed.**HPE 390 ADMINISTRATIVE SKILLS IN HEALTH AND WELLNESS (3)**

This course is designed to help the health and wellness student prepare for administrative responsibilities that are inherent in a job setting. The course will offer the student the opportunity to learn and practice leadership skills in a variety of program and administrative areas. Students will learn what health literacy is and incorporate the concepts into assignments. How to identify potential funding sources and grant writing skills will be learned and practiced. Prerequisites: HPE 158, 210, and 214. Fall, odd years.

HPE 400 THE SCHOOL HEALTH PROGRAM (W) (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. Membership in both student health and wellness campus organization and a national professional association required. Prerequisites: HPE 158 and 214. Spring, annually.

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. Students will continue to explore professional venues through service hours in a variety of settings and by maintaining membership in both the student and a national professional organization. Prerequisites: HPE 158 and 214. Fall, annually.

HPE 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.

**HPE 420 PLANNING AND IMPLEMENTATION
IN HEALTH PROMOTION AND WELLNESS (W) (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. Students will continue to explore professional venues through service hours in a variety of settings and by maintaining membership in both the student and a national professional organization. Prerequisites: HPE 158, HPE 214, and HPE 410. Spring, annually.

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. Membership in both student health and wellness campus organization and a national professional association required. Prerequisites: HPE 158, HPE 214, or instructor consent. Fall, annually.

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, or instructor consent. Fall, annually.

HPE 450 PROGRAMS IN COMMUNITY HEALTH (3)

This course reviews the organization of local, state, and national official and non-official health agencies. Also explored are community health concerns of various populations and examination of methods for meeting community health needs and for solving community health problems. Students will experience community health by going into the community. They will expand their professional experiences through service

hours in various settings and by maintaining membership in both the student and a national professional organization. Prerequisites: HPE 158, 214, 410, and 400 or 420. Spring, annually.

HPE 460 CURRICULUM DEVELOPMENT IN HEALTH EDUCATION (W) (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. Membership in both student health and wellness campus organization and a national professional association required. Prerequisites: HPE 158, 214, 400, and 410. Fall, odd years.

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, 214, and 410, HPE 420 or 460, and HPE 450, and instructor consent. Every semester.

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

HPE 490 SEMINAR IN HEALTH EDUCATION (3)

A capstone course in Health Promotion and Wellness to review theories and concepts, explore current developments in the field, and prepare for entering the profession. Requires service hours to explore professional venues and gain practical experience in a variety of settings and continued membership in both the student health and wellness campus organization and a national professional association. Prerequisites: HPE 158, 210, 214, 410, 420, and 450. Spring, annually.

HRM 410 DIVERSITY AND CHANGE MANAGEMENT (W) (3)

Course objectives include a comprehensive view of cultural, generational, racial, and religious diversity from a global perspective. Socio-economic, immigration and legal aspects of workforce development will also be explored. Special attention will be focused on managing the changing workforce. As needed.

HRM 430 BENEFITS AND COMPENSATION (4)

This course will identify and develop key items and factors involved in the areas of benefits and compensation. Students will develop a benefits portfolio and a communication strategy for its implementation into the organization. Compensation structures and influential topics related to compensation will also be included. As needed.

HRM 440 EMPLOYMENT LAW (4)

This course is designed to build upon the basic principles of Human Resources covered in MGT 334 Human Resource Management. Upon completion of this course, students will be expected to demonstrate competency in the intensive area of employment law. Subjects to be covered include Title VII, the Bill of Rights, FMLA, FLSA, United States Department of Labor, whistle blowing, OSHA, wage regulations, immigration, and employee termination. Prerequisite: BUS 303 or BUS 304. As needed.

HRM 470 INTERNSHIP IN HUMAN RESOURCE MANAGEMENT (3-8)

HUM 221 CAREERS IN THE HUMANITIES (1)

This course is designed to help humanities majors research post-college opportunities and develop the professional materials needed to pursue graduate school, fellowships, or full-time employment. Students will assess their skills, write a resume, research jobs, draft a cover letter, write a graduate school and fellowship statement of purpose, and conduct informational interviews. Prerequisite: Sophomore standing. Fall, annually.

JRN 215 MEDIA PRACTICUM I (1-2)

Students working on The McKendree Review, campus radio outlet, or other university-based media will receive classroom support and feedback on how to best approach specific media duties, from reporting to editing to shooting photos. Prerequisite: JRN 351 or instructor consent. As needed.

JRN 216 MEDIA PRACTICUM II (1-2)

Students working on The McKendree Review, campus radio outlet, or other university-based media may do advanced work for additional credit. Prerequisite: JRN 351 or instructor consent. As needed.

JRN 237 INTRODUCTION TO MASS COMMUNICATIONS (3)

This course focuses on the complex history and powerful effects of the mass media, including the guiding philosophies and societal effects of rapidly changing media. Lecture, media experiences, guest speakers. Fall, annually.

JRN 280-289 SPECIAL TOPICS IN JOURNALISM (3)

Covered topics include editing for the media, press and society, and investigative reporting. Prerequisites: JRN 237 and instructor consent. As needed.

JRN 351 WRITING FOR THE NEWS MEDIA (W) (3)

Students learn how to write news stories, features, and editorials for a wide range of media. This course also covers how to structure articles, incorporate photography, conduct meaningful interviews, and follow ethical guidelines. Students will gain the reporting and other skills required to work for most news media outlets, from newspapers to websites. Prerequisites: ENG 111 and 112, or instructor consent. Fall, annually.

JRN 353 FEATURE WRITING (W) (3)

Students learn to create specialized stories while improving copy-editing and headline-writing skills. This course features an introduction to investigative reporting and helps students further develop editorial- and feature-writing abilities. Prerequisite: JRN 351 or instructor consent. Spring, annually.

JRN 372 WEB AND PRINT PUBLICATION DESIGN (3)

Students learn to prepare editorial copy, graphics, photographs, and other material for print and online media. Class will evaluate current and historical publications to aid in the creation of the best possible layouts. Spring, annually.

JRN 375 TRAVEL WRITING (W) (3)

Students will read a wide range of travel writings – from poetry to articles to books – and then create their own travel writings. As needed.

JRN 380-389 SPECIAL TOPICS IN JOURNALISM (3)

Covered topics include editing for the media, interpretive reporting, and writing critical reviews. As needed.

JRN 470 INTERNSHIP IN JOURNALISM (3-8)

Journalism minors will intern at a newspaper, website, radio station, or other media outlet. This hands-on training markedly increases the potential for professional employment in journalism and many other fields. Prerequisite: instructor consent. 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.

LDR 101 RECOGNIZED LEADERSHIP (3)

This course is designed to offer undergraduate students the opportunity to explore their values, beliefs, and attitudes as a first step toward understanding themselves and their potential for leadership. This course introduces students to the academic study of leadership theory and research. Spring, annually.

LDR 201 ENGAGED LEADERSHIP (3)

This course aims to help students think critically about what makes for successful leaders and conscientious followers in group settings. Students will focus on making ethical decisions as leaders, problem solving difficult issues and situations, creating shared meaning, resolving conflict within groups, collaborating with others, and maximizing group effectiveness. The course also allows students to examine how knowledge, attitude, and awareness of themselves as a leader influences group behavior. Prerequisite: LDR 101. Fall, annually.

LDR 301 ADAPTIVE LEADERSHIP (3)

This course is an opportunity for an in-depth study of current trends and events in leadership, preparing students for adaptive leadership roles in the community and in their professions. An emphasis will be placed on connecting personal leadership experiences to leadership theories and understanding that leadership is more than the exercise of power. This course also features an individual leadership capstone portfolio, where students prepare a culminating project to demonstrate their experiences and growth throughout the Leadership Studies Minor. Prerequisites: LDR 101 and 201. Spring, annually.

LDR 470 LIFELONG LEADERSHIP INTERNSHIP (3-8)**LDR 280-289 SPECIAL TOPICS IN LEADERSHIP (3)**

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

LDR 380-389 SPECIAL TOPICS IN LEADERSHIP (3)

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

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.

- LRC 101 READING SKILLS DEVELOPMENT (1)**
This course is designed to advance students' reading comprehension skill in areas such as vocabulary development, predicting outcomes, making inferences, finding central themes, supporting details, and reading between the lines. A genre of reading material will be used to help students reach college level reading comprehension. Each semester.
- LRC 102 STUDY SKILLS DEVELOPMENT (3)**
This course is a practical review of successful learning methods including techniques such as managing your time, taking effective notes, dealing with stress, and increasing test taking performance. Each semester.
- 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 316 SUPPLY CHAIN MANAGEMENT (3)**
This course addresses the importance of supply chain management in improving an organization's profitability and ensuring its survival. It analyzes the relationship to and impact on marketing through the quality of a firm's products, the firm's ability to launch new products in a well-timed manner, the pricing of a firm's product based on its internal cost structure, and its ability to meet demand and generate sales. It addresses key management concepts such as cross-functional teams, team building, decision making goals, and more. Further, it addresses the supply chain's contribution to the total value provided to the customer. Prerequisite: MKT 205 or MGT 204. As needed.
- 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 and 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. Spring, annually.
- MGT 354 BUSINESS 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. Fall, annually.
- 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. Prerequisites: MGT 204 and BUS 310. Each semester.
- MGT 380-389 TOPICS IN MANAGEMENT (1-3)**
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 instructor consent. Same as MKT 424. 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.

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. Fall, annually.

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 316 SUPPLY CHAIN MANAGEMENT (3)
This course addresses the importance of supply chain management in improving an organization's profitability and ensuring its survival. It analyzes the relationship to and impact on marketing through the quality of a firm's products, the firm's ability to launch new products in a well-timed manner, the pricing of a firm's product based on its internal cost structure, and its ability to meet demand and generate sales. It addresses key management concepts such as cross-functional teams, team building, decision making goals, and more. Further, it addresses the supply chain's contribution to the total value provided to the customer. Prerequisite: MKT 205 or MGT 204. 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 325 SPORT MARKETING (3)
This course explores the world of sports and entertainment from the perspective of marketing. All aspects of marketing, distribution, marketing information system, pricing, promotion, selling, and product/service management, are addressed from the perspective of how they are used in the sports and entertainment industries. Prerequisite: MKT 205. Each semester.

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 and 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. Spring, annually.

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. Spring, annually.

MKT 380-389 TOPICS IN MARKETING (1-3)
As needed.

MKT 410 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. Prerequisites: MKT 205, 305, 354, and MTH 310. Fall, annually.

Course Descriptions

- 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. Prerequisites: MGT 204 and MKT 205, or instructor consent. 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)**
- 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.
- 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. 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. As needed.
- MTH 123 ALGEBRA FOR EDUCATORS (3)**
This course explores equations, inequalities, and functions of the following type: absolute value, linear, polynomial, rational, exponential, and logarithmic. The sum, difference, product, quotient, and composition of two functions, along with their domains, will also be covered. Additional topics include counting methods and conic sections. Prerequisite: MTH 105 or equivalent or instructor consent. Each semester.

MTH 131 COLLEGE ALGEBRA (3)

A study of algebraic concepts including topics related to the real numbers, systems of linear equations, radicals, quadratic equations, inequalities, inverse functions, exponentials, and logarithms as well as other topics included at the discretion of the instructor. This course does not fulfill the mathematics general education requirement. As needed.

MTH 133 PRECALCULUS (4)

The study of linear, quadratic, exponential, logarithmic, trigonometric, and inverse trigonometric functions and applications of such functions. These functions will be studied from a numerical, graphical, and analytical approach. A brief general study of functions will also be included. Prerequisite: MTH 105 or equivalent. Each semester.

MTH 150 QUANTITATIVE LITERACY (3)

In this course, students are introduced to problem solving and analysis. Topics include representing and analyzing data, using logic and logical statements in arguments, estimating and approximating to judge the reasonableness of an answer, and appropriate tools and approaches to real world problems in areas such as business and finance. 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 133, high school precalculus with a C or higher, or instructor consent. Each semester. IAI-M1900-1

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. IAI-M1900-2

MTH 212 CALCULUS III (4)

The calculus of vector functions and functions of several variables. Prerequisite: MTH 211. Fall, annually. IAI-MTH903

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 instructor consent. May not be taken for major credit. Fall, annually, 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 instructor consent. Fall, annually.

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. Fall, annually.

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, cash flow duration and immunization, and other topics as found on Actuarial Exam FM/2. Prerequisite: MTH 211. Fall, even years.

MTH 330 COMPLEX VARIABLES (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 212. Spring, annually.

MTH 340 PROBABILITY (3)

Probability axioms, random variables, commonly used discrete and continuous distributions, expectation, moment generating functions, transformations, multivariate distributions. Prerequisite: MTH 212 or instructor consent. Fall, annually.

- MTH 341 APPLIED STATISTICS (4)**
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 212 or instructor consent. Spring, annually.
- MTH 343 NUMBER THEORY (3)**
Introduction to the study of the integers. Topics include: well-ordering, divisibility, Euclid's Algorithm, primes, linear and polynomial congruences, arithmetic functions, primitive roots and indicies, quadratic reciprocity, sums of squares. Other topics chosen based upon instructor or class interest. Prerequisite: MTH 212 or instructor consent. MTH 300 recommended. Spring, odd years.
- 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 300 or instructor consent. Spring, annually.
- 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 212 and CSI 230. Same as CSI 366. As needed.
- MTH 370 DIFFERENTIAL EQUATIONS AND MODELING (3)**
An introductory course in the solutions 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 instructor consent. Spring, even years. IAI-MTH912
- MTH 372 PARTIAL DIFFERENTIAL EQUATIONS (3)**
This course presents a study of hyperbolic, parabolic, and elliptic partial differential equations through analysis of the wave, heat, and potential equations on finite, semi-infinite, and infinite domains. Solution techniques include separation of variables, eigenfunction expansions, Fourier series, and transform methods. Applications to problems of wave propagation, heat conduction, potential flow, and quantum mechanics will be included. Prerequisites: MTH 212 or instructor consent. MTH 370 is strongly recommended. As needed.
- MTH 375 DISCRETE MODELS (3)**
An introduction to the methods of discrete mathematics. Topics include linear and non-linear models. With a focus on recurrence relations, long term behavior, and the use of technology to model real world phenomena. Prerequisite: MTH 210 or instructor consent. Spring, even years.
- MTH 376 GRAPH THEORY (3)**
Introductory concepts and definitions, trees, planar graphs, chromatic numbers, matchings, and Ramsey theory. Prerequisite: MTH 211. Fall, odd years.
- MTH 380-389 SPECIAL TOPICS IN MATHEMATICS (1-3)**
As needed.
- MTH 392 INTRODUCTION TO ANALYSIS (3)**
Introduction to analysis on the real line with emphasis on careful development of limits, continuity, and differentiation. Prerequisites: MTH 212 and MTH 300. Spring, odd years.
- MTH 393 MODERN ALGEBRA I (3)**
With MTH 394 an introduction to the basic notions of modern algebra. Topics covered include: the integers, groups, rings, fields, homomorphisms, and related notions. Prerequisite: MTH 300. Fall, even years.
- MTH 394 MODERN ALGEBRA II (3)**
A continuation of MTH 393. Prerequisite: MTH 393. Spring, odd years or as needed.
- 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. Fall, annually.
- MUE 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. Fall, annually.

MUE 148 JAZZ ENSEMBLE (0-1)

This ensemble performs standard jazz arrangements as well as the newest contemporary jazz publications. Performance opportunities include concerts, tours, and special events. The ensemble may also perform with the jazz faculty and/or special guest artists during the year. Each semester.

MUE 154 CONCERT CHOIR (0-1)

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.

MUE 155 VOCAL JAZZ ENSEMBLE (0-1)

This ensemble performs standard vocal jazz arrangements as well as pop vocal and swing choir 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.

MUE 156 CONCERT BAND (0-1)

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.

MUE 157-158 PERCUSSION ENSEMBLES (0-1)

Open to all percussion students. Programs will include selected music from large and small percussion ensemble literature. Prerequisite: Instructor consent. As needed.

MUE 157 Percussion Ensemble I

MUE 158 Percussion Ensemble II

MUE 159-169 CHAMBER MUSIC ENSEMBLES (0-.5)

These courses offer students the experience of playing in a smaller instrumental ensemble. Prerequisite: Instructor consent. As needed.

MUE 159 Brass Ensemble I

MUE 160 Low Brass Ensemble

MUE 161 Woodwind Ensemble

MUE 165 String Ensemble

MUE 166 Flute Ensemble

MUE 167 Clarinet Ensemble

MUE 168 Saxophone Ensemble

MUE 169 Brass Ensemble II

MUE 254 CHAMBER CHOIR (0-1)

This is select choral ensemble drawn from the Concert Choir which performs vocal chamber music from all time periods. A limit of 3 credits may be used to fulfill the general education fine arts requirement. Additional credits may be used for elective requirements. Prerequisite: Audition and instructor consent. Each semester.

MUE 256 WIND ENSEMBLE (0-1)

A select instrumental ensemble drawn from the Concert Band, students who play woodwind, brass and percussion instruments may audition for this ensemble. This advanced ensemble performs at special events both on and off-campus. The literature to be performed will include advanced collegiate and professional literature. Prerequisite: Audition and instructor consent. As needed.

MUE 248-250 JAZZ COMBOS (0-1)

Students who play brass, woodwind, or percussion instruments 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: Instructor consent. Each semester.

MUE 248 Jazz Combo I

MUE 249 Jazz Combo II

MUE 250 Jazz Combo III

MUE 280-289 SPECIAL TOPICS IN MUSIC ENSEMBLES (0-1)

MUE 380-389 SPECIAL TOPICS IN MUSIC ENSEMBLES (0-1)**MUED 200 MUSIC CLASSROOM TECHNOLOGY (3)**

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.

MUED 302 WOODWIND METHODS AND TECHNIQUES I (2)

Group instruction on the clarinet and saxophone including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic performance and teaching proficiency on each instrument. As needed.

MUED 303 WOODWIND METHODS AND TECHNIQUES II (2)

Group instruction on the flute, oboe and bassoon, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic performance and teaching proficiency on each instrument. As needed.

MUED 305 BRASS METHODS AND TECHNIQUES I (2)

Group instruction on trumpet and French horn, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic performance and teaching proficiency on each instrument. As needed.

MUED 307 BRASS METHODS AND TECHNIQUES II (2)

Group instruction on trombone, euphonium and tuba, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic performing and teaching proficiency on each instrument. As needed.

MUED 308 PERCUSSION METHODS AND TECHNIQUES (2)

Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.

MUED 310 STRING METHODS AND TECHNIQUES (2)

Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.

MUED 335 MARCHING BAND TECHNIQUES (1.5)

Marching Band Techniques is designed to provide an overview of the knowledge and skills necessary to organize, administer, implement, and teach in a marching band program. Topics discussed will cover but are not limited to: marching and pep band curriculum and philosophy, practices and policies, rehearsal planning, music selection, marching techniques and fundamentals, show design, parades, uniforms and equipment, budget development, and travel planning. Prerequisite: Admission to the Teacher Education Program and MUL 198. Fall, as needed.

MUED 337 JAZZ BAND TECHNIQUES (1.5)

Jazz Band Techniques addresses all aspects of instrumental jazz instruction (big band and small group). Teaching philosophies, rehearsal techniques, jazz styles, music selection, the inclusion of non-traditional jazz instruments, and resource materials will be examined. Spring, as needed.

MUED 353 METHODS OF TEACHING GENERAL MUSIC K-12 (3)

This course covers the principles of musical development and curriculum planning applied to the teaching of general music in schools, including special populations. Topics discussed will cover but are not limited to: the study of the musical characteristics of children and development of appropriate curriculum; instructional materials and techniques; knowledge and skills of reading, singing, and playing melodies; and related technology and pedagogy for teaching musical understanding, literacy, multi-cultural connections, and creative improvisation. A 36 hour field experience is required. Co-requisite: Concurrent enrollment in EDU 358. Prerequisite: Admission to the Teacher Education Program and completion of MUL 198. 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: MUED 353 or instructor consent and Admission to the Teacher Education Program. As needed.

MUED 380-389 SPECIAL TOPICS IN MUSIC EDUCATION (1-4)**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. As needed.

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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 university ensemble as part of their coursework. Co-requisite: EDU 412. Prerequisite: MUL 198, MUS 322, and admission to the Teacher Education Program. Fall, annually.

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 university ensemble as part of their coursework. Prerequisite: MUS MUL 198, 322, and admission to the Teacher Education Program. Spring, annually.

MUED 480 INDEPENDENT STUDY IN MUSIC EDUCATION (1-4)

MUED 481-489 SPECIAL TOPICS IN MUSIC EDUCATION (1-3)

MUL 101-468 MUSIC APPLIED LESSONS (1-4)

Any student attending McKendree University may take applied music lessons. Students may take lessons for 1 credit (30 minute weekly lesson), 1.5 credits (45 minute weekly lesson) or for 2 credits (60 minute weekly lesson). To register for lessons, students must obtain permission from the Music Department.

MUL 101-102, 201-202, 301-302, 401-402	APPLIED VOICE
MUL 103-104, 203-204, 303-304, 403-404	APPLIED PIANO
MUL 105-106, 205-206, 305-306, 405-406	APPLIED ORGAN
MUL 107-108, 207-208, 307-308, 407-408	APPLIED HARPSICHORD
MUL 109-110, 209-210, 309-310, 409-410	APPLIED FLUTE
MUL 111-112, 211-212, 311-312, 411-412	APPLIED OBOE
MUL 113-114, 213-214, 313-314, 413-414	APPLIED CLARINET
MUL 115-116, 215-216, 315-316, 415-416	APPLIED BASSOON
MUL 117-118, 217-218, 317-318, 417-418	APPLIED SAXOPHONE
MUL 119-120, 219-220, 319-320, 419-420	APPLIED TRUMPET
MUL 121-122, 221-222, 321-322, 421-422	APPLIED HORN
MUL 123-124, 223-224, 323-324, 423-424	APPLIED TROMBONE
MUL 125-126, 225-226, 325-326, 425-426	APPLIED TUBA/EUPHONIUM
MUL 127-128, 227-228, 327-328, 427-428	APPLIED PERCUSSION
MUL 129-130, 229-230, 329-330, 429-430	APPLIED VIOLIN
MUL 131-132, 231-232, 331-332, 431-432	APPLIED VIOLA
MUL 133-134, 233-234, 333-334, 433-434	APPLIED CELLO
MUL 135-136, 235-236, 335-336, 435-436	APPLIED DOUBLE BASS
MUL 137-138, 237-238, 337-338, 437-438	APPLIED GUITAR
MUL 149-150, 249-250, 349-350, 449-450	JAZZ ACOUSTIC BASS/ELECTRIC BASS
MUL 151-152, 251-252, 351-352, 451-452	JAZZ DRUMSET
MUL 161-162, 261-262, 361-362, 461-462	IMPROVISATION
MUL 280-289, 380-389, 481-489	SPECIAL TOPICS IN APPLIED LESSONS
MUL 363-364, 463-464	ARRANGING
	(pre-requisite MUS 356 or instructor consent)
MUL 365-366, 465-466	COMPOSITION
	(pre-requisite MUS 356 or instructor consent)
MUL 367-368, 467-468	ADVANCED CONDUCTING
	(pre-requisite MUS 322)

MUL 198 FIRST YEAR GATE JURY (0)

All first year music majors are required to take this gate. This adjudication of the student by the music faculty is designed to assist the student in assessing his/her skills and abilities as a music major. May be taken only twice. Must be taken Pass/Fail. Prerequisite: Permission from the Music Department. Each semester.

MUL 298 PIANO PROFICIENCY GATE (0)

This Gate is required of all Music Education, Church Music, Vocal and Keyboard Performance majors. Students who are required to take this exam must enroll in applied piano lessons every semester until this requirement is passed. Music Education majors must pass this exam before enrolling in Student Teaching. Must be taken Pass/Fail. Prerequisite: Permission from the Music Department. Each semester.

MUL 398 JUNIOR RECITAL (0)

This recital is required of all music performance majors. An audition must be passed before the recital date is determined. The recital should last 35-40 minutes of primarily solo repertoire on the primary instrument. Pre-requisite: MUL 198 and instructor consent. Must be taken Pass/Fail. Prerequisite: Permission from the Music Department. Each semester.

MUL 498 SENIOR RECITAL (0)

This recital is required of all music performance and music education majors. An audition must be passed before the recital date is determined. The recital should last 45-50 minutes of primarily solo repertoire on the primary instrument. Pre-requisite: MUL 398 or instructor consent. Must be taken Pass/Fail. Prerequisite: Permission from the Music Department. Each semester.

MUS 100 PERFORMANCE LAB (0)

This course is intended for those completing a minor or major in music. The requirements for the course will include attending department performance classes, attending professional and student concerts, and participating in master classes. This course is required of all music students who are enrolled in private applied lessons which are required for the completion of their major or minor. Must be taken for a grade. 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 instructor consent. As needed.

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 instructor consent. As needed.

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. As needed.

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 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 (1-3)

This course will cover topics or areas not included in the regular curriculum. As needed.

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- MUS 200 MUSIC TECHNOLOGY (3)**
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. As needed.
- 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. This course is specifically designed for music majors and traditional music minors. Prerequisite: MUS 110 or instructor consent. Fall, annually.
- MUS 255L AURAL SKILLS LAB I (1)**
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. Meets two hours weekly. Fall, annually.
- 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. Spring, annually.
- MUS 256L AURAL SKILLS LAB II (1)**
To be taken concurrently with Theory II. This two hour lab will include melodic and harmonic dictation, advanced sight-singing and a continuation of the development of keyboard skills. Meets two hours weekly. Prerequisite: MUS 255L. Spring, annually.
- MUS 265 MUSIC AND 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 302 CLASS WOODWINDS AND PEDAGOGY I (2)**
Group instruction on clarinet and saxophone, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.
- MUS 303 CLASS WOODWINDS AND PEDAGOGY II (2)**
Group instruction on flute, oboe and bassoon, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.
- MUS 305 CLASS BRASS AND PEDAGOGY I (2)**
Group instruction on Trumpet and French Horn, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.
- MUS 307 CLASS BRASS AND PEDAGOGY II (2)**
Group instruction on trombone, euphonium and tuba, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. As needed.
- MUS 308 CLASS PERCUSSION AND PEDAGOGY (2)**
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 310 CLASS STRINGS AND PEDAGOGY (2)**
A survey of methods and music materials to be used at the beginning and intermediate levels of string 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. Prerequisite: MUS 110 or instructor consent. As needed.
- MUS 329 VOCAL DICTION I (2)**
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 and English. As needed.
- MUS 330 VOCAL DICTION II (2)**
A continuation of MUS 329. Students will study German and French. As needed.

MUS 337 JAZZ BAND TECHNIQUES (1.5)

This course explores teaching materials, techniques of teaching, and Organizational systems as they relate to jazz ensembles. The course also emphasizes the development of the student as both a performer and director through application of teaching techniques in a controlled environment. As needed.

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. Prerequisites: MUS 255, 255L, 256, and 256L, or instructor consent. Fall, annually.

MUS 355L AURAL SKILLS LAB III (1)

To be taken concurrently with Theory III, this lab includes advanced sight-singing, three- and four-voice dictation and score reading. Meets two hours weekly. Prerequisite: MUS 256L or instructor consent. Fall, annually.

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 instructor consent. Spring, annually.

MUS 356L AURAL SKILLS LAB IV (1)

To be taken concurrently with Theory IV. A continuation of Theory Lab III. Meets 2 hours weekly. Prerequisite: MUS 355L or instructor consent. Spring, annually.

MUS 357 DEVELOPING THE VOICE (2)

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. Prerequisite: MUS 353 or instructor consent. As needed.

MUS 364 MUSIC HISTORY I (W) (3)

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. Prerequisite: MUS 256 or instructor consent. Fall, annually.

MUS 365 MUSIC HISTORY II (W) (3)

A continuation of Music History I. This course will focus upon music and styles of the Baroque and Classical period. Prerequisite: MUS 256 or instructor consent. Spring, annually.

MUS 366 MUSIC HISTORY III (W) (3)

A continuation of Music History II. This course will focus upon the musical styles of the 19th, 20th and 21st centuries. Prerequisite: MUS 365. Fall, annually.

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 may also be studied. Same as REL 367. Note: This course does not fulfill the general education 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 instructor consent. As needed.

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- 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 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 instructor consent. As needed.
- MUS 470 INTERNSHIP IN MUSIC (3-6)**
As needed.
- MUS 480 INDEPENDENT STUDY IN MUSIC (1-4)**
As needed.
- MUS 481-489 SPECIAL TOPICS IN MUSIC (1-4)**
As needed.
- MUS 490 SEMINAR IN MUSIC (1-4)**
- 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, electrolytes, 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. Each semester.
- NSG 303 INFECTIOUS DISEASES (1)**
The focus of this course is on the identification, treatment and control of selected infectious diseases. Students explore a variety of both commonly occurring as well as infrequently occurring communicable diseases in mankind. Using current professional literature, students describe the development of a selected drug resistant pathogen. Each semester.
- 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. Fall, annually, Summer.
- 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. Fall, annually and Summer.
- 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. Spring, annually, Summer.
- NSG 307 WRITING FOR NURSES (3)**
This 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. Fall, Spring, annually.
- NSG 309 SPIRITUALITY IN NURSING (3)**
This course provides an opportunity for students to investigate the importance of spirituality in nursing and in the lives of the patients. Using reading assignments and classroom discussions, students will explore the relationship between nursing and spirituality, including assessment of patients' spiritual needs, the nurse's role in the provision of spiritual care, the spiritual nature of the nurse-patient relationship, the spiritual history of nursing, and the contemporary interest in spirituality within the nursing profession. Spring, annually.
- NSG 310 INTRODUCTION TO NURSING BUDGETS (3)**
In this course, students develop an understanding of the healthcare budgeting process. Development of a budget and a business plan will be emphasized. Prioritization of health care needs and services will be considered. Fall, annually.
- NSG 311 NURSING CARE OF THE OLDER ADULT (3)**
This course provides students with a basic understanding of the effects of social trends on the structure of aging families and their needs. Students will be able to recognize and describe the effects of such phenomena as estrangement, blended families, socioeconomic status, perceptions of entitlement, role loss and change on families as they age. Students will learn assessment skills that assist in identifying specific needs of aging caregiver families. Spring, annually.
- NSG 315 THEORETICAL MODELS OF NURSING PRACTICE (2)**
This course introduces students to the use of a theoretical model to guide nursing practice. Selected theoretical frameworks and the contribution of nursing theorists are examined. Concepts of the individual, health, nursing and environment are explored in the context of various theories with students encouraged to examine the application to their own practice. Each semester.
- NSG 316 CRITICAL THINKING FOR NURSES (3)**
Critical Thinking is an integral part of clinical decision making for all nurses. This course is designed to bring critical thinking into the real world of health care through activities and exercises. Fall, annually.
- NSG 321 HOLISTIC NURSING (3)**
This course introduces students to the concepts of Holistic Nursing. Particular attention will be given to demonstrating how Complementary and Alternative Modalities (CAM) may benefit the current financial concerns in health care. Students will discuss selected nursing models, as related to holistic and CAM therapy. They will be introduced to the basic principles of holistic nursing, Herbal Medicine usage, and CAM. Spring, annually.
- 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. Spring, annually.
- NSG 335 METHODS OF TEACHING IN NURSING PRACTICE (3)**
Students in this course will develop a basic understanding of the principles of teaching and learning. Students will develop skills in identifying needs and characteristics of learners as well as in assessing learner readiness, motivation and compliance. Techniques and strategies for effective teaching and learning will be explored. While the course focuses primarily on the role of the nurse as patient educator in a health care setting, teaching in an academic setting will be addressed. As needed.
- NSG 351 HEALTH ASSESSMENT AND PATHOPHYSIOLOGY I (3)**
The health assessment portion of the course facilitates the student's development of the health assessment techniques of interview, inspection, palpation, auscultation and percussion. Students perform health assessments of the integumentary, hematologic, cardiovascular, and pulmonary systems and build a thorough case history on a client of their choosing. Pathophysiology introduces students to the causes and mechanisms of diseases of the hematologic, integumentary, cardiovascular and pulmonary systems. 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, and disorders of the immune system. Fall, annually
- NSG 352 HEALTH ASSESSMENT AND PATHOPHYSIOLOGY II (4)**
The health assessment portion of the course facilitates the student's development of the health assessment techniques of interview, inspection, palpation, auscultation and percussion. Students perform health assessments of renal, gastrointestinal, neurologic, and musculoskeletal systems and build a thorough case history on a client of their choosing. Pathophysiology introduces students to the causes and mechanisms of

diseases of the renal, gastrointestinal, neurologic, and musculoskeletal systems. Pre/co-requisite: NSG 351 Fall, annually

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. Each semester.

NSG 361 NURSING AND THE LAW (3)

In this course, students analyze current and emerging nursing practice liabilities. Topics discussed include issues involving malpractice, documentation, and staffing. Students review and analyze case law that has played a major role in shaping the nursing profession. Annually, Summer.

NSG 366 CONCEPTS IN RESEARCH (3)

The focus of this introductory research course is on the concepts of nursing 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 analyze and summarize nursing research on a selected topic. Pre/co-requisite: MTH 310 or permission of the instructor Spring, annually

NSG 367 RESEARCH APPLICATION IN PRACTICE (W) (4)

In this writing intensive course students will explore evidence-based approaches to frequently encountered clinical questions. Through an in-depth evaluation of current research literature, students investigate evidence based nursing practice. Using peer reviewed research articles, students analyze and summarize nursing research on a selected topic. Pre/co-requisite: NSG 366 and MTH 310 or instructor consent. Spring, annually

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 instructor consent. As needed.

NSG 404 DIVERSITY IN HEALTHCARE DELIVERY (3)

In this course, students develop cultural responsiveness by exploring and analyzing cultural beliefs, attitudes, and values of clients, families, and communities, as well as health care providers. Students will describe the impact of cultural beliefs on health and health care practices, as well as propose strategies to gain trust with the client/family to improve health outcomes. This course also serves to explore epidemiology with underserved and vulnerable populations applied to preserving, promoting, and maintaining the health of the global and diverse populations. Spring, annually

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. Spring, annually.

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. Each semester.

NSG 451 CONCEPTS OF POPULATION BASED CARE (4)

In this course, students develop knowledge of health promotion and disease prevention concepts, as well as differentiate various levels of health care (primary, secondary and tertiary). Factors that influence the health status of groups and communities are examined. Students develop beginning level skills in community assessment, epidemiological investigation and community health education. Students complete an in-depth study of the health needs of selected vulnerable populations and groups within the community and develop evidence-based interventions. Students examine the role of the community and public health nurses in a variety of practice settings. Fall, annually

NSG 452 PRACTICUM IN POPULATION BASED CARE (3)

This practicum course is designed to apply principles of community/public health nursing, in caring for individuals, families, aggregates and populations. Students will engage in interprofessional collaboration with members of a healthcare team in community agencies for the provision of care to individuals, families, and/or aggregates. Pre/corequisite: NSG 451, Fall, annually

Course Descriptions

NSG 471 CONCEPTS OF LEADERSHIP AND MANAGEMENT (W) (4)

This course provides a foundation for students to investigate theories of leadership and management. Students develop strategies in delegation, supervision, management and leadership. Critical thinking and decision making skills inherent to the professional nurse will be emphasized. Pre/corequisite: NSG 367 and 452, Spring, annually

NSG 472 PRACTICUM IN LEADERSHIP AND MANAGEMENT (Cumulative Practicum Experience) (3)

This cumulative practicum course experience provides a foundation for students to apply theories of leadership and management in a preceptored setting. Students implement strategies in delegation, supervision, management and leadership. Critical thinking and decision making skills inherent to the professional nurse will be synthesized. Pre/co-requisite: All other courses must be completed or in process, Each semester.

NSG 480 INDEPENDENT STUDY IN NURSING (1-4)

PED 108 MOVEMENT, BALANCE, AND FLEXIBILITY (.5)

This course is designed to introduce the student to safe body positions and normal ranges of body movement. Students will learn the basics of gait analysis and posture evaluation, and consider the impact of their findings on different body movements. The course will also develop students balance and proprioception through therapeutic balance activities and sports skills like the low balance beam. Flexibility will be developed through multiple techniques including static and ballistic stretching. All three concepts will be covered individually and then used in combination to perform basic gymnastic skills which require movement, balance and flexibility. Fall, annually.

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. Fall, annually.

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. Spring, annually.

PED 121 PRINCIPLES OF STRENGTH TRAINING (.5)

This course will introduce general muscular endurance and general muscular strength training. Students will learn how to perform circuit weight training and traditional weight training techniques while utilizing both free weights and machines. Additionally, students will be introduced to training periodization, the Oxford training method (descending or reverse pyramid), the Delorme training method (incremental progression or ascending pyramid), and triangle pyramid training. Each semester.

PED 123 BASKETBALL (.5)

A half-semester recreational activity class designed to provide students with fundamental skills and knowledge. Fall, annually.

PED 125 PRINCIPLES OF ENDURANCE TRAINING (.5)

This course will introduce several components of cardiovascular endurance training. Students will learn how to utilize aerobics, pulse, target heart-rate, and VO2 max within endurance training. Additionally, students will be introduced to training periodization. Fall, annually.

PED 126 ADVANCED STRENGTH TRAINING (.5)

A half semester recreational activity class designed to introduce specific muscular development through the development of individual strength training programs. Students will learn how to utilize hypertrophy, strength, and power phases of strength training within a training program that is designed specific to the individual student. Techniques utilized within the program may involve the utilization of free weights, machines, and other functional strength training equipment. Spring, annually.

PED 130A-Z SELECTED RECREATIONAL ACTIVITIES (.5)

Special activities not given on a regular basis.

PED 157 FOUNDATIONS OF HEALTH PROFESSIONS (3)

This course is designed to introduce the student to professional employment within the broad field of healthcare professions. Concepts pertaining to the subset fields of health, physical education, exercise science and recreation through discussion of historical, philosophical, sociological and professional issues will be presented. Presentation and discussion on communication, professional memberships, licensure/certification requirements, employment requirements, ethical, legal and decision making skills required in healthcare professions will be explored. This course will also develop a basic understanding of the function of private and public instruction in physical education and the elements involved in the professional preparation of teachers. Spring, annually.

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. Spring, annually.

PED 206 FIRST AID (2)

This is an American Red Cross Certification Course. Successful completion will qualify the student to receive the following certifications: Basic Life Support for Healthcare Providers, First Aid, Administering Emergency Oxygen, and Epinephrine Auto-Injector. A certification fee is charged for this course. Each semester.

PED 207 ESSENTIALS OF ATHLETIC TRAINING (3)

This course provides the foundation for those students pursuing a career in physical education as well as for those students seeking a coaching minor. Fundamental information regarding prevention, recognition, rehabilitation and general modality usage appropriate in the care of athletic injuries. Spring, annually.

PED 280-289 TOPICS IN PHYSICAL EDUCATION AND 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. Spring, annually.

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. Fall, even years.

PED 303 BASKETBALL THEORY (3)

For students interested in teaching and coaching basketball. Philosophy, style of play and strategy of selected coaches are studied. Fall, annually.

PED 304 SOFTBALL THEORY (3)

Instruction in fundamental and advanced skills of softball with special reference to the coaching of softball. Fall, odd years.

PED 305 BASEBALL THEORY (3)

Theory and practice of the basic fundamentals, rules and training required for the coaching of baseball. Fall, even years.

PED 306 FOOTBALL THEORY (3)

For students interested in coaching football. Philosophy, strategy, offensive concepts, defensive concepts, and kicking game strategy are covered. Spring, annually.

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. Spring, annually.

Course Descriptions

- PED 308 WRESTLING THEORY (3)**
The course will cover theory and practice of the basic fundamentals, rules, training, strategy, budget preparation and competition scheduling required for the coaching of wrestling. Fall, annually.
- PED 309 GOLF THEORY (3)**
The course will cover theory and practice of the basic fundamentals, rules, training, strategy, budget preparation and tournament scheduling required for the coaching of golf. Fall, annually.
- PED 311 ATHLETIC EQUIPMENT MANAGEMENT (3)**
An examination of the theory and practice of storage, security, management, fitting, maintenance, repair and purchasing of sport equipment for various sports and activities; sport start-up cost will be a major focus. Fall, annually.
- PED 312 ADVANCED ATHLETIC EQUIPMENT MANAGEMENT (3)**
This course focuses on putting theories of equipment management to practice; specifically focusing on how accountability, maintenance, purchasing, and the storage equipment vary from sport to sport. The course will examine budgetary strategies, storage construction, and equipment facility set-up. Prerequisite: PED 311. Fall, odd years.
- PED 348 SPECIAL POPULATIONS IN SPORT AND EXERCISE (W) (3)**
The student will learn how to adapt sport and exercise activities to enable special populations to realize skills and abilities. Disability legislation, disability categories, inclusion and least restrictive environment will be discussed; students will learn about and complete authentic assessments, a Physical Education IEP, activity planning, and participate in activities adapted for special populations. Prerequisite: PED 157. Spring, annually.
- 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. Prerequisites: BIO 101 or 110, 308, 309, and HPE 300. Same as ATH 349. Fall, annually.
- 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. Prerequisites: BIO 101 or 110, and 308. Same as ATH 353. Fall, annually.
- PED 356 INSTRUCTION FOR EXERCISE AND LIFETIME ACTIVITY (3)**
This course is designed to prepare students to teach in the exercise, fitness, physical education, and recreation settings. Special emphasis will be placed on the understanding and creation of activity and/or learning objectives and activity and/or lesson planning. Class safety and organization will also be emphasized, as well as teaching modification for individuals with disabilities. Fall, annually.
- 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. Spring, annually – same as ATH 357.
- PED 365 MOTOR DEVELOPMENT (3)**
This course is designed to introduce the student to the phases of human development as related to gross and fine motor skills and abilities. The student will gain an understanding of typical benchmarks from birth to adulthood for motor skill acquisition and motor skill proficiency of a range of human skills and abilities. Fall, annually.
- 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. Prerequisites: BIO 101 or 110, and 308. Fall, annually.
- PED 404 MOTOR LEARNING (3)**
An examination of the process of motor skill acquisition from psychological, biomechanical, and physiological perspectives; skill and motor acquisition across the lifespan will be presented. Prerequisites: PED 157 and 403 (can be taken concurrently with PED 403). Fall, annually.

- PED 405 EVALUATION AND RESEARCH IN SPORT AND EXERCISE SCIENCE (3)**
This course will investigate research methods and designs applicable to Sport Performance and Exercise Science. Discussion will include selection and development of valid and reliable measures, use of appropriate statistical procedures as well as interpretation of results. Spring, annually.
- 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. Spring, annually.
- PED 455 CONCEPTS OF RESISTANCE TRAINING (4)**
Study of the application of principles of anatomy, physiology and exercise physiology in the recommended 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 ATH 455. Prerequisites: BIO 101 or 110, 308, 309, ATH 349, and Senior standing. Spring, annually.
- PED 456 HEALTH FITNESS SPECIALIST EXAM REVIEW AND REGISTRATION (0)**
Course is taken during last semester of program prior to graduation. Exam material review and registration for ACSM Health Fitness Specialist Exam is required (additional cost for exam registration). Successfully passing exam leads to certification. Each semester.
- PED 457 CSCS EXAM REGISTRATION (0)**
Enrollment in this course is taken concurrently or after completion of ATH/PED 455. Students must register and take the NSCA-CSCS exam (additional cost for exam registration). Successfully passing the exam leads to CSCSC certification. Each semester.
- PED 460 FIRST AID/CPR/AED INSTRUCTOR (2)**
Designed to train individuals to become Red Cross Instructors who can teach First Aid/CPR/AED courses. Students are required to complete an online component through the Red Cross for this course during the first two weeks of the class. Students must present current certification in First Aid and CPR for the Professional Rescuer and Healthcare Provider to take this class. Students are responsible for paying additional Red Cross fees related to this course. 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. Spring, annually.
- PED 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 sport 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. Same as PSY 465. Fall, annually.
- PED 466 CLINICAL PRACTICUM IN ATHLETIC EQUIPMENT MANAGEMENT (8)**
Student will participate in the day to day operation of a high school, college/university or professional athletic equipment room setting learning and applying the skills and knowledge that is necessary to keep athletic teams operational. Clinical exposure will also include facility set-up and take-down for athletic events, the steps needed to host various athletic events and athletic team travel preparation. Prerequisites: PED 202, 206, 207, 311, 312, 403, BIO 308 or 309, and Senior standing. Spring, annually.
- PED 470 INTERNSHIP IN EXERCISE SCIENCE AND SPORTS PERFORMANCE (3-8)**
- PED 480 INDEPENDENT STUDY (1-4)**
- PED 490 SEMINAR IN PHYSICAL EDUCATION (2)**
- PED 491 SEMINAR IN ATHLETIC EQUIPMENT MANAGEMENT (W) (3)**
Capstone course in athletic equipment management which focuses on review and integration of sport equipment knowledge. This course includes preparation for the National Certification Exam in Athletic Equipment Management. Students are required to become members of the Athletic Equipment Managers Association. This course is taken concurrently with PED 466. Fall, annually.
- PED 492 SEMINAR IN EXERCISE SCIENCE AND SPORTS PERFORMANCE (2)**
A capstone course in Exercise Science and Sports Performance designed to review and integrate knowledge, principles, and skills related to certification exams. Taken concurrently with PED 470 (Internship) Spring, annually.

- PHI 201 INTRODUCTION TO PHILOSOPHY (3)**
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 202 INTRODUCTION TO PHILOSOPHIES OF ASIA, AFRICA AND LATIN AMERICA (3)**
A survey course focusing on central philosophical traditions of Asia, Africa and Latin America. The course focuses on philosophical themes, theories and debates within each tradition, as well as the relation of these non-Western perspectives to Western philosophy. Central themes addressed include self-knowledge, self-cultivation, the nature of reality, the relation of the individual to society and the good life. As needed.
- PHI 204 LOGIC (3)**
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. Spring, annually.
- 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 208 ENVIRONMENTAL ETHICS (3)**
This course examines diverse conceptions of nature and a range competing ethical theories about the relationship of humans to nature. Readings are drawn from historically significant ethical theories as well as contemporary philosophical writings. Philosophical questions addressed include: Is nature intrinsically valuable? Is nature a mere raw resource for meeting human needs? What are rights? Do non-humans (e.g. other animals, natural objects) have rights? What responsibilities do we have to future generations and their environment? What is the role of the environment in shaping a person's identity and conception of the "good life"? Contemporary environmental issues addressed include: biodiversity, global warming, species preservation, population policy, animal experimentation, and sustainable development. Spring, annually.
- 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. Spring, odd years.
- 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. As needed.
- 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. Spring, even years.
- 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. Fall, odd years.
- 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. As needed.
- 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. As needed.

PHI 363 HISTORY OF PHILOSOPHY: GREEK AND MEDIEVAL (W) (3)

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. Fall, even years.

PHI 364 HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN (W) (3)

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. Spring, odd years.

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. Spring, odd years.

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. Fall, even years.

PHI 480 INDEPENDENT STUDY IN PHILOSOPHY (1-4)

PHI 490 SEMINAR IN PHILOSOPHY (1-4)

Prerequisite: junior or senior standing as a philosophy major.

PHY 101 ASTRONOMY (3)

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. Each semester.

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 three laboratory period per week. A student must pass the laboratory portion of any science course to pass the entire course. Prerequisite: MTH 133. Each semester.

PHY 221 UNIVERSITY PHYSICS I: MECHANICAL AND THERMAL PHYSICS (5)

This course is the first course in the calculus-based physics sequence intended for mathematics, science, and computer science majors. The topics covered include: vectors, Newton's Laws, circular motion, work and energy, linear momentum, rotation of a rigid bodies, angular momentum, static equilibrium, gravitation, fluid mechanics, wave motion, temperature, heat, thermodynamics, and the kinetic theory of gases. The course meets for four hours of lecture each week and one three-hour laboratory each week. Prerequisite: MTH 211 or concurrent enrollment. A student must pass the laboratory portion of any science course to pass the entire course. Fall, annually. IAI-PHY911

PHY 222 UNIVERSITY PHYSICS II: ELECTRICITY, MAGNETISM, AND QUANTUM PHYSICS (5)

This course is the second course in the calculus-based physics sequence intended for mathematics, science, and computer science majors. The topics covered include: electric fields, Gauss's Law, electric potential, capacitance and dielectrics, current and resistance, circuits, magnetic fields, Faraday's Law, inductance, electromagnetic waves, the nature of light, geometric optics, interference, diffraction, polarization, introduction to quantum physics, and quantum mechanics. The course meets for four hours of lecture each week and one three-hour laboratory each week. Prerequisite: PHY 221. A student must pass the laboratory portion of any science course to pass the entire course. Spring, annually. IAI-PHY912

PHY 301 ENGINEERING MECHANICS I: STATICS (3)

This course is an introduction to static mechanical systems. The topics covered include: forces, moments, couples, resultants of force systems, equilibrium analysis, free-body diagrams, analysis of forces on members, trusses, frames, shear-force, Coulomb friction, centroids, center of mass, moment of inertia, product of inertia, virtual work, hydrostatic pressure, and applications of statics in design. The course meets for three hours of lecture each week. Prerequisite: PHY 221. Spring, odd years.

PHY 302 ENGINEERING MECHANICS II: DYNAMICS (3)

This course is an introduction to dynamic mechanical systems. The topics covered include: kinematics, dynamics of three-dimensional motion of particles, rigid body motion, methods of work, energy, momentum, and impulse, moving frames of reference. The course meets for three hours of lecture each week. Prerequisite: PHY 301. Fall, even years.

Course Descriptions

PHY 303 ELECTRONIC CIRCUITS (4)

This course is an introduction to the basic principles of circuit analysis. The topics covered include: circuit analysis, transient analysis, AC steady-state analysis, introduction to semiconductor devices and fabrication, digital logic circuits, op-amps, and analog to digital or digital to analog conversion. The course meets for three hours of lecture each week and one three-hour laboratory each week. Prerequisite: PHY 222. A student must pass the laboratory portion of any science course to pass the entire course. Spring, even years.

PHY 309 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.

PRS 200 PRINCIPLES OF PUBLIC RELATIONS (3)

This course introduces the principles and practices of effective public relations with exercises and projects emphasizing application of key public relation concepts including campaign design, media audits, SWOT analyses, and press release writing. Fall, annually.

PRS 210 PUBLIC RELATIONS TECHNIQUES (W) (3)

This course introduces the basic principles associated with writing in a variety of styles and to multiple publics. Students learn how to construct specialized written documents such as backgrounders, biographies, pitch letters, and news releases. Students will also learn the features of effective design and what design options exist. Students will engage in a service project. Spring, annually.

PRS 320 CAMPAIGN AND EVENT PLANNING (W) (3)

This course introduces the systematic process of researching, planning, conducting, and evaluating the major elements of both campaigns and events. The course focuses on establishing campaign and event goals, objectives, strategies, and tactics. Students will also analyze public relations campaigns locally, nationally, and internationally. Spring, odd years.

PRS 330 CRISIS AND CONFLICT (3)

This course provides an introduction to crisis communication theory, conflict management, and applications. The course reflects on crisis and conflict management approaches, classic cases, and the influence of culture on communication. Crisis and conflict will be covered within interpersonal, intergroup, and public contexts. Spring, even years.

PRS 340 SOCIAL MEDIA AND PUBLIC RELATIONS (3)

This course examines the strategic use of social media for public communication. The course applies classic and contemporary theory to new media and technologies. Students will understand the practical knowledge and insights required to establish objectives and strategies, properly select social media platforms to engage publics, and monitor and measure the results of these efforts. Fall, odd years.

PRS 360 INTERNATIONAL PUBLIC RELATIONS (3)

This course introduces students to the global perspective of public relations. Students will analyze and discuss the impact of culture, identity, and power on public image, international relations, and global interactions. Fall, even years.

PRS 380-389 SPECIAL TOPICS IN PUBLIC RELATIONS STUDIES (3)

These courses offer in-depth treatment of special topics in public relations. Topics may include advanced research methods, public relations theory, or sports public relations. As needed.

PRS 460 COMMUNICATION RESEARCH METHODS (3)

This course provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Topics in the class include speech communication, organizational communication, and public relations research. The primary goal of this course is to help students become knowledgeable consumers and producers of communication research by developing skills in gathering, organizing, interpreting and presenting research information using competent and ethical methods. Fall, annually.

PRS 470 INTERNSHIP IN PUBLIC RELATIONS STUDIES (3-4)

Prerequisite: Instructor consent. As needed.

PRS 480 INDEPENDENT STUDY IN PUBLIC RELATIONS STUDIES (1-3)

Prerequisite: Instructor consent. As needed.

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. IAI-S5900

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. Spring, annually.

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. Spring, odd years.

PSI 210 INTRODUCTION TO WORLD POLITICS (3)

This course studies the attempts of the international community to deal with current global security issues, including the proliferation of weapons, terrorism, civil war, genocide, and human rights violations. Fall, annually.

PSI 220 INTRODUCTION TO COMPARATIVE POLITICS (3)

This course is an introduction to the comparative study of politics and government. It includes both a regionally diverse selection of case studies as well as an introduction to cross-national comparison, especially democratization. Spring, odd years.

PSI 230 INTRODUCTION TO POLITICAL THEORY (3)

An introduction to the classical theorists, including Plato, Machiavelli, Hobbes, Locke, Mill and Marx. Spring, even years.

PSI 280-289 SPECIAL TOPICS IN POLITICAL SCIENCE (1-3)

As needed.

PSI 296 RESEARCH METHODS (3)

This course introduces students to the basic skills required to conduct research in political science. The course examines a variety of quantitative and qualitative methods, including survey research, regression analysis, case studies, and policy analysis. This course is not intended as a substitute for MTH 310. Fall, annually.

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. Fall, odd years.

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. Spring, even years.

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. Fall, even years.

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. Fall, even years.

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. Spring, odd years.

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. Spring, even years.

- 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. Fall, odd years.
- 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. Spring, odd years.
- 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. Fall, even years.
- 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. Spring, odd years.
- PSI 316 MODEL UNITED NATIONS (1-3)**
This course provides students with opportunities to study the foreign policies of various countries and write policy papers in preparation for Model United Nations activities. Consent of the instructor is required. May be repeated for up to 3 credits. Each semester.
- PSI 380-389 SPECIAL TOPICS IN POLITICAL SCIENCE (1-3)**
As needed.
- PSI 470 INTERNSHIP IN POLITICAL SCIENCE (W) (3-8)**
- PSI 480 INDEPENDENT STUDY IN POLITICAL SCIENCE (W) (1-4)**
- PSI 498 SENIOR SURVEY 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. Fall, annually. Prerequisite: PSI 296.
- 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. IAI-S6900
- PSY 200 APPLIED SPORT PSYCHOLOGY (0-1)**
This course allows students the opportunity to apply sport psychology theories to sport or other performance based activities (e.g., band, choir, debate, etc.). Specific topics will include assessment, goal setting, practice journals, routines, stress management, visualization, self-confidence, and persistence. This course can be repeated. No more than three credit hours may be applied to the sport psychology minor or the psychology minor or major; may also be used for up to three elective credit hours. Prerequisite: Instructor consent. As needed.
- PSY 201 PSYCHOLOGY CORNERSTONE (1)**
This course is an introduction to the psychology major. The class will provide an overview of APA-style writing, service learning, interviewing skills, subfields of psychology, career opportunities, journal article reading, and psychological research. Prerequisite or concurrent enrollment: PSY 153. Spring, annually.
- 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). Fall, annually.
- PSY 230 SUBSTANCE ABUSE (3)**
This course introduces the field of substance abuse and addiction and covers causal factors, theoretical models, assessments and treatments. Research papers, case studies, and observational methods will be incorporated. Spring, annually.
- PSY 250 INTRODUCTION TO CHILD ADVOCACY (3)**
This course covers the history of child welfare, defining and recognizing child maltreatment, professional responses to child maltreatment, the skills necessary to work with child victims, and child abuse prevention. The course is designed for students pursuing careers in criminal justice, education, social work, sociology, psychology, nursing, paralegal, and other areas where knowledge of child maltreatment and advocating for children might be necessary. As needed.

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PSY 255 INTRODUCTION TO OCCUPATIONAL THERAPY (2)

An introduction into the field of occupational therapy. This course will require observation and service learning hours at locations working with children, the elderly, or other populations that occupational therapists assist. Spring, even years.

PSY 259 CHILD AND ADOLESCENT PSYCHOLOGY (W) (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. IAI-S6904

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. Spring, even years.

PSY 275 BIOPSYCHOLOGY (4)

This course will provide an overview of physiological psychology and includes topics such as: structure and function of the central nervous system, biological foundations of behavior and personality, brain damage, sensation and perception, sex, sleep, substance abuse and addiction, psychopathology, stress and mental health. Fall, odd years.

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. Prerequisite: PSY 259 or instructor consent. 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. Fall, annually.

PSY 315 ABNORMAL PSYCHOLOGY (4)

A study of the development and characteristics of mental disorders such as anxiety disorders, personality disorders, psychotic disorders, somatoform disorders, and mood disorders will be examined. Various treatment modalities will also be considered. Each semester.

PSY 320 MILITARY PSYCHOLOGY (3)

This class provides an overview of military psychology including such topics as fitness-for-duty evaluations, posttraumatic stress disorder, depression, neuropsychological conditions, substance abuse, and the psychology of terror. In addition the course will explore psychology careers working with the military. Prerequisite: PSY 153. As needed.

PSY 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING (4)

This course will provide a study of death and dying and includes topics such as: fear of death, care of the dying, grief, suicide, euthanasia, acceptance of death, children and death, funeral customs, legal aspects of death, and death education. Same as GRN 321, Fall, annually.

PSY 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING (4)

This course will provide a study of human aging and includes topics such as: myths and theories of aging, the psychological, sociological, and biological aspects of human aging, the effects of aging on personality, intelligence, memory, sensory functioning, and mental health. Service learning component is required. Same as GRN 322, Spring, odd years.

PSY 350 EDUCATIONAL PSYCHOLOGY: HUMAN GROWTH AND LEARNING (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.

Course Descriptions

- PSY 365 COGNITIVE PSYCHOLOGY (3)**
This course will provide an introduction to the concepts and methodologies of cognitive psychology. Course topics may include the history of cognitive psychology, research methods, perception, attention, learning and memory, reasoning, problem solving, language, decision making, consciousness and intelligence. 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. Spring, annually.
- 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. Fall, annually.
- PSY 380-389 SPECIAL TOPICS IN PSYCHOLOGY (1-4)**
As needed.
- 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. Spring, annually.
- PSY 404 EARLY ADOLESCENTS AND SCHOOLING (W) (3)**
Same as EDU 404. Each semester.
- PSY 405 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)**
This course will provide a study of the application of psychological methods and techniques to the solution of human problems industry and business and includes topics such as: behavior in organizations, group behavior, organizational climates, interviewing techniques, motivation, leadership, and employment law. Spring, even years.
- 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. Spring, odd years.
- PSY 408 DIFFERENTIAL DIAGNOSES IN FILM (3)**
In this course, students will apply their knowledge of psychological theories to popular culture and film. They will research the epoch and the authenticity of data regarding each movie to gain a more thorough understanding of the sociopolitical climate and its psychological impact on human behavior. In addition, students will be introduced to graduate level critical thinking and differential diagnoses of behavior. Prerequisite: PSY 302 or instructor consent. Spring, annually.
- 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. Spring, annually.
- PSY 450 CLINICAL AND COUNSELING PSYCHOLOGY (4)**
Introduction to the various techniques of counseling. Course will include an overview of humanistic, psychoanalytic, behavior and cognitive therapy approaches. Prerequisite: PSY 315. Fall, annually.
- 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 sport 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. Same as PED 465. Fall, annually.
- 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 494 STATISTICS AND STATISTICAL SOFTWARE FOR THE BEHAVIORAL SCIENCES (4)

This course provides an in-depth overview of statistical analyses, including descriptive, graphic, and inferential techniques, bivariate correlation, linear regression analysis, non-parametric chi square, as well as hypothesis testing with z-tests, t-tests, and analysis of variance (ANOVA). Real world social science problems are solved through the application of analytical procedures using SPSS statistical computer software. Prerequisites: Junior or Senior standing and MTH 310 or instructor consent. Each semester.

PSY 496 RESEARCH METHODS AND SENIOR THESIS (W) (4)

This course will provide students with a study of current research design, methods, and survey experimentation in psychology, with an emphasis on producing a senior thesis project involving an independent research project that includes design, implementation, data collection, analysis, and presentation techniques. Prerequisite: PSY 494. Each semester.

PSY 498 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. Fall, annually.

PWR 210 INTRODUCTION TO PROFESSIONAL WRITING (W) (3)

This course introduces students to the history, genres, methods, and applications of professional writing. Through research and practice, students will begin to develop skills in rhetorical analysis, design, and editing for common workplace documents. At the end of the course, students will be able to make effective rhetorical decisions about genre, style, and design in the documents they create. Prerequisites: ENG 111 and 112 or instructor consent. Annually Fall.

PWR 240 VISUAL RHETORIC AND DOCUMENT DESIGN (W) (3)

This course introduces students to theories of visual rhetoric and the practices of effective document design for print and digital environments. Students will develop knowledge and strategies for analyzing and producing documents that use both visual and verbal elements. At the end of the course, students will be able to articulate the characteristics of effective visual design for written documents and will demonstrate basic skills in creating visual/verbal documents. Prerequisites: ENG 111 and 112 or instructor consent. Annually Spring.

PWR 280-289 SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC (W) (3)

These courses offer in-depth treatment of special topics in Professional Writing and Rhetoric. Topics may include rhetorical history, editing for publications, social media, open source writing technologies, or others. Prerequisites: ENG 111 and 112, or instructor consent. As needed.

PWR 350 NEW MEDIA AND EMERGING TECHNOLOGIES IN PROFESSIONAL WRITING (W) (3)

This course introduces students to Web 2.0 tools and other emerging technologies used in professional writing environments. Students will examine and use Web 2.0 tools, social networking sites, asynchronous and synchronous communication tools, collaboration and networking tools, and mobile technologies to write and design professional documents for digital environments. Students will complete this course with a stronger theoretical and practical understanding of designing quality workplace writing using new media and emerging technologies. Prerequisites: ENG 111 and 112. Fall, odd years.

PWR 360 INTERDISCIPLINARY PROFESSIONAL AND TECHNICAL WRITING (W) (3)

This course introduces students to the theories and practices of effective written communication in professional and technical fields. Students will develop skills in document design, use of graphics, and appropriate technical writing styles for print and digital documents. Students will also develop rhetorical strategies for writing for particular audiences. Prerequisites: ENG 111 and 112. Each semester.

PWR 390 CIVIC ENGAGEMENT THROUGH PROFESSIONAL WRITING (W) (3)

This course prepares students to write for non-profit organizations and civic purposes. Students will study and practice effective rhetorical strategies for grant writing and writing for social change in print and digital environments. Other topics may include political writing, literacy in democracies, research writing that promotes social change, service learning, or other contemporary topics. Prerequisites: ENG 111 and 112. Fall, even years.

PWR 380-389 ADVANCED SPECIAL TOPICS IN PROFESSIONAL WRITING AND RHETORIC (W) (3)

These theory-informed and practice-driven courses offer in-depth treatment of special topics in Professional Writing and Rhetoric. Topics may include advanced research methods, digital humanities, writing for particular industries, or others. Prerequisites: ENG 111 and 112. As needed.

PWR 440 ADVANCED VISUAL RHETORIC AND DOCUMENT DESIGN (W) (3)

This course focuses on rhetorical strategies writers use when creating with new media and digital technologies. Students will examine HTML code, Cascading Style Sheets (CSS), effective use of layout, graphics, colors, and font styles and sizes as they relate to best practices in professional writing. Upon completion of this course, students will have created and compiled a professional portfolio of their work. Prerequisite: PWR 240. As needed.

PWR 470 INTERNSHIP IN PROFESSIONAL WRITING (3-4)

Prerequisite: Instructor consent.

PWR 480 INDEPENDENT STUDY IN PROFESSIONAL WRITING AND RHETORIC (1-3)

Prerequisite: Instructor consent.

PWR 490 RESEARCH AND PRACTICE IN PROFESSIONAL WRITING (W) (3)

Primarily self-designed, this course serves as the culminating experience for students pursuing a major in the Professional Writing and Rhetoric Program. Students will explore research, methodology, and production as they relate to writing in their anticipated careers. Students will choose a project in which they put professional writing theories to practice. At the end of this class, students will add this project to their professional portfolio. Prerequisites: Senior standing or instructor consent and PWR 210 and 240. Spring, annually.

REL 210 LIVING RELIGIONS OF THE EAST (3)

An introduction to the indigenous religions of India, China and Japan, including the traditions of Hinduism, Buddhism, Taoism and Confucianism. The course includes analysis of important beliefs, practices and historical developments within each tradition, readings of classic and contemporary literature from the traditions, and visiting of religious sites. Fall, annually.

REL 211 LIVING RELIGIONS OF THE WEST (3)

An introduction to the monotheistic religions of Judaism, Christianity, and Islam. The course includes analysis of important beliefs, practices and historical developments within each tradition, readings from classic and contemporary literature from the traditions, and visiting of religious sites. Spring, annually.

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. Spring, annually.

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. Fall, annually.

REL 235 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. Fall, odd years.

REL 240 RELIGION AND RACE (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. Spring, even years.

REL 250 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. As needed.

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 310 INTERFAITH EXPLORATIONS (3)

This course explores issues surrounding interfaith relations in the United States, including interfaith dialogue, service and advocacy, politics, theology and worship, personal issues, and available resources for interfaith engagement. The course includes applying theory through case studies, engaging in dialogue with students from different cultures, leading and implementing campus interfaith programming, and formulating a personal plan for future interfaith interactions. As needed.

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. Spring, odd years.

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 instructor consent. Spring, even years.

REL 332 CONTEMPORARY CHRISTIAN THOUGHT (W) (3)

An examination of key thinkers and issues in Christian thought. This may include but is not limited to feminist theologies, liberation theologies, environmental theologies, process theologies, theology and pluralism, theology and the natural sciences, and post-modern theologies. Spring, odd years.

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. Spring, annually.

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. Fall, annually.

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. Spring, annually.

REL 348 RELIGION AND LITERATURE (3)

This course examines religious themes in fictional literature and film. It includes analysis of biblical themes and classic theological motifs from the Christian tradition, as well as works originating from and representative of non-Christian traditions. As needed.

REL 350 GOD AND EVIL (W) (3)

An interreligious examination of the question of theodicy, or how there can be both a good and all-powerful Deity and the existence of natural and social evil. While the major focus of the course is the Judeo-Christian tradition's response to this issue, the perspective of other world religions will be considered. As needed.

REL 355 RELIGION AND CONCERN FOR THE NATURAL ENVIRONMENT (W) (3)

Religious beliefs play an important role in shaping the attitude of individuals and societies toward the natural environment. This course analyzes the way in which those beliefs can contribute both to a constructive and a destructive human relationship to the natural environment. The course asks whether and to what degree religious beliefs can or need to be reconceived to promote environmental conservation and restoration. The primary focus of the course is the Judeo-Christian tradition, but other religious traditions may be examined. Fall, even years.

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 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, and instructor consent.

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 instructor consent. As needed.

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. Spring, annually.

SOC 150 INTRODUCTION TO SOCIOLOGY (3)

An introduction to sociology with an emphasis on basic concepts and theoretical perspectives, and their application to an understanding of social institutions, processes, and inequalities. Each semester. IAI-57900

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. Each semester.

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/corequisite: SOC 150 or instructor consent. Fall, annually.

SOC 220 JUVENILE DELINQUENCY (3)

An introduction to the study of juvenile delinquency including a focus on theoretical background and current trends. Fall, annually.

SOC 230 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. Spring, annually.

SOC 235 CORRECTIONAL INSTITUTIONS (3)

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. Fall, annually.

SOC 240 CROSS CULTURAL PRACTICUM (3 or 1)

An analysis of global issues and the impact of globalization on social inequality. Students are required to participate in an international service-learning experience during spring break. Course may be repeated for 1 credit hour. No more than 4 credits may be applied to the major. Cross-listed as GLS 240. Prerequisites: application and instructor consent. Spring, as needed.

SOC 250 INTRODUCTION TO CHILD ADVOCACY (3)

This course covers the history of child welfare, defining and recognizing child maltreatment, professional responses to child maltreatment, the skills necessary to work with child victims, and child abuse prevention. The course is designed for students pursuing careers in criminal justice, education, social work, sociology, psychology, nursing, paralegal, and other areas where knowledge of child maltreatment and advocating for children might be necessary. As needed.

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. Each semester. IAI: S7901

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 instructor consent. Fall, even years.

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 320 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. 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 instructor consent. As needed.

SOC 340 SOCIAL CLASS AND INEQUALITY (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 instructor consent. Spring, annually.

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. Prerequisite: SOC 150 or instructor consent. Fall, annually.

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 instructor consent. Spring, odd years.

SOC 355 RURAL SOCIOLOGY (3)

An introduction to the study of rural areas in contemporary U.S. and global society. Key topics explored include: the meaning of rural in contemporary society, measurements of rurality, social change within U.S. and world society, diversity within rural areas in the U.S., agriculture and natural resource use, and challenges facing rural society. Prerequisite: SOC 150 or instructor consent. Spring, even years.

SOC 356 POPULATION AND DEMOGRAPHY (3)

How many people are there in the world? Why do people move? Why is the world growing as fast as it is? What are the implications of this growth? This course covers the basics of the study of human population called demography. It include factors and processes of birth, death, and immigration. It covers the history and recent trends in population changes and the resulting problems, policies, and programs. As needed.

SOC 357 ENVIRONMENT AND SOCIETY (3)

This course covers the interconnection between individuals, societies, and the natural environment. Topics addressed include: environmental problems, consumption and materialism, economic production, population and development, health, environmental disasters, ideologies of environment domination and concern, and risk. As needed.

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 instructor consent. Spring, annually.

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. Fall, annually.

SOC 375 SOCIAL WORK PRACTICUM (3)

An introduction to social work practice through a combination of community service and classroom sessions. Extended field observation required. Prerequisite: Instructor consent. Spring, odd years.

SOC 380-389 SPECIAL TOPICS IN SOCIOLOGY (1-4)

As needed.

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 and social services. Prerequisite: SOC 190 or instructor consent. Fall, odd years.

SOC 400 SOCIOLOGICAL THEORY (W) (4)

An overview of the development of sociological theory starting with the classical theorists and ending with the work of contemporary sociological thinkers. This course exposes students to theories and theorists who make up the backbone of modern sociology. The course is designed to cultivate in students the analytical skills they will need to be good social thinkers. Prerequisite: SOC 150 or instructor consent. Each semester.

SOC 401 SOCIAL PSYCHOLOGY (3)

Same as PSY 401. Prerequisite: instructor consent. Spring, annually.

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 instructor consent. As needed.

SOC 470 INTERNSHIP IN SOCIOLOGY (3-8)**SOC 480 INDEPENDENT STUDY IN SOCIOLOGY (1-4)****SOC 490 SEMINAR IN SOCIOLOGY (2-4)**

Selected topics. As needed.

SOC 496 METHODS OF SOCIAL RESEARCH (W) (4)

The first senior capstone course in which students are introduced 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. Students will develop a research proposal. Prerequisite: Senior standing and 12 completed hours in sociology. Each semester.

SOC 498 SOCIOLOGICAL ANALYSIS (4)

The second senior capstone course for sociology majors focusing on a review and integration of sociological knowledge. Students will explore career and graduate school opportunities. Students will complete their research projects in this course. Prerequisite: Senior standing, SOC 496, and MTH 310. Spring, annually.

SPA 101 SPANISH LANGUAGE AND CULTURE I (3)

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 cultures and histories. A student must earn a C or higher in order to move to the next Spanish course. Fall, annually.

SPA 102 SPANISH LANGUAGE AND CULTURE II (3)

A continuation of SPA 101. The course emphasizes speaking and understanding of conversational Spanish with a continued development of writing and vocabulary skills as well as continued understanding of Spanish cultures and histories. A student must earn a C or higher in order to move to the next Spanish course. Prerequisite: SPA 101 or placement test. Spring, annually.

SPA 150 SPANISH LANGUAGE FOR HEALTH PROFESSIONS I (3)

An introductory course designed for students with no knowledge of the Spanish language. Emphasis is placed on listening, speaking, writing, and developing awareness and understanding of native Spanish-speakers' cultures. This course focuses on vocabulary and discourse necessary in Health professions. Fall, odd years.

SPA 160 SPANISH LANGUAGE FOR HEALTH PROFESSIONS II (3)

A continuation of SPA 150. Emphasis is placed on listening, speaking, and writing and developing an awareness and understanding of Spanish-speakers' cultures. This course focuses on vocabulary and discourse necessary in Health Care field. Spring, odd years.

SPA 220 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 knowledge of the culture through readings in Spanish and in translation. A student must earn a C or higher in order to move to the next Spanish course. Prerequisite: SPA 102 or placement test. Fall, annually.

SPA 300 SPANISH/LATIN AMERICAN CULTURE AND BEGINNING CONVERSATION (3)

This course introduces students to the cultures of Spain and Latin America, especially through the discussion of modern issues. Students will develop a fluency in the spoken language. A student must earn a C or higher in order to move to the next Spanish course. Prerequisite: SPA 220 or instructor consent. As needed.

SPA 301 ADVANCED GRAMMAR AND COMPOSITION (3)

This course reviews and reinforces the knowledge of Spanish grammar and develops writing fluency in the language. Prerequisite: SPA 220 or instructor consent. A student must earn a C or higher in order to move to the next Spanish course. As needed.

SPA 302 ADVANCED CONVERSATION (3)

A continuation of SPA 300. This course reinforces speaking abilities in the language and students learn more about Spanish cultures. Prerequisite: SPA 301 or instructor consent. A student must earn a C or higher in order to move to the next Spanish course. As needed.

SPA 303 ADVANCED GRAMMAR AND COMPOSITION II (3)

This course reviews and reinforces the knowledge of Spanish grammar. It develops writing fluency in the language developed in Spanish 301 and requires longer compositions. Prerequisite: SPA 301 or instructor consent. As needed.

SPA 310 SPANISH/LATIN AMERICAN HISTORY AND CIVILIZATION (3)

This course focuses on the history of Spain, the discovery of the New World, and the history of Latin America. Students will gain a better understanding of the origins of the language and its native speakers. Prerequisite: SPA 301 or instructor consent. As needed.

SPA 311 SPANISH/LATIN AMERICAN FILMS (3)

This course introduces student to the histories, cultures, and language variations of Spain and Latin American through films. Prerequisite: 301 or instructor consent. As needed.

SPA 312 LATIN AMERICANS IN THE U.S. (3)

This courses focuses on the history, current issues, culture, and literature of Hispanics in the U.S. Students will gain a better understanding of the Hispanic population in the U.S. Students will have to complete 10 hrs of practicum within the Hispanic community in the area. Practicum hours for this class can be double counted if the other party agrees as well. Prerequisite: SPA 301 or instructor consent. As needed.

SPA 320 SPANISH/LATIN AMERICAN LITERATURE AND CULTURE (3)

Study of Spain and Latin America through art, history and literature from early ages to the present.

Prerequisite: 301 or instructor consent. As needed. May be repeated.

SPA 330 ADVANCED BUSINESS SPANISH (3)

This course prepares students to use Spanish in the Business field. Prerequisite: SPA 301 or instructor consent. As needed.

SPA 350 LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY I (3)

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

SPA 351 LANGUAGE EXPERIENCE IN A SPANISH SPEAKING COUNTRY II (3)

A six to eight week period of intensive language and cultural study during a summer session in Spain or another 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/ LATIN AMERICAN LANGUAGE AND CULTURE (3)

The focus on this course is the 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 301 (or concurrent enrollment) or instructor consent. As needed.

SPA 480 INDEPENDENT STUDY IN SPANISH (3)

Prerequisite: Instructor consent and academic advisor. As needed.

SPC 100 FUNDAMENTALS OF SPEECH COMMUNICATION (3)

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.

- SPC 115 SPEECH AND DEBATE ACTIVITIES (,5 or 0)**
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 instructor consent to enroll. Each semester.
- SPC 200 SMALL GROUP COMMUNICATION (3)**
Principles and practical application of group discussion processes, decision making, problem solving, and leadership techniques. Spring, annually.
- SPC 210 ARGUMENTATIVE COMMUNICATION (3)**
Study of the principles and practice of argumentation as applied to debating issues within different communication contexts, such as interpersonal or public. Fall, annually.
- SPC 220 PUBLIC SPEAKING (3)**
Study of the research, organization, writing, delivery, and critical analysis of selected forms of public address. Each semester. IAI-C2900
- 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. Fall, annually.
- 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.
- SPC 300 COMMUNICATION THEORY (3)**
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. Fall, odd years.
- SPC 310 BUSINESS AND PROFESSIONAL PRESENTATIONS (3)**
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 instructor consent. Spring, annually.
- 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. Spring, annually.
- 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. Spring, annually.
- 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. Fall, odd years.
- 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. As needed.
- 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. Fall, odd years.
- 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. Spring, annually.

- 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. As needed.
- 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. Spring, annually.
- SPE 400 FOUNDATIONS OF SPECIAL EDUCATION (2)**
The study of philosophical, historical, and legal foundations of special education. An investigation of service delivery models and related services for individuals with disabilities across the lifespan. Each semester.
- SPE 405 CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS (3)**
A study of learners with cross-categorical disabilities as they differ from the norm in physical, emotional, cognitive, cultural, or social characteristics. A detailed focus on the characteristics and methods for working with students across the various disability categories and includes meeting the needs of these learners through differentiated instruction in the least restrictive environment. Prerequisites: EDU 350, EDU 420, 430, 442, 446, and 462. Concurrent enrollment: EDU 435, 441, 445, 460 and 463. Each semester.
- SPE 410 BEHAVIOR MANAGEMENT (3)**
Theoretical foundations of behavioral strategies, approaches and techniques for effective classroom management for individuals with disabilities. Behavioral assessment and selection, implementation and evaluation of appropriate interventions will be addressed. Each semester.
- SPE 420 COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION (2)**
The examination of effective collaborative and consultation between special educators and school personnel, community members, families, and learners. The roles and responsibilities of stakeholders on IEP development and implementation will be investigated. Each semester.
- SPE 430 LANGUAGE DEVELOPMENT (2)**
The exploration of theories, research and methods regarding typical and atypical language development concerning school-aged students with learning difficulties. The role of language in learning and communication as well as cultural and environment effects on student development are examined. Each semester.
- SPE 440 ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES (3)**
The understanding of low-incidence populations including strategies and techniques for meeting educational, social-emotional, and physical needs. A strong emphasis directed toward the use of assistive technology from a Universal Design for Learning (UDL) perspective. Each semester.
- SPE 462 FIELD II (2)**
Field experience in a special education classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 54 contact hours (6 hours per day, one day per week) over a nine week period. Each semester.
- SPE 464 FIELD IV (3)**
Field experience in a special education classroom of a local middle or secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 120 contact hours (6 hours per day, two days per week) over a ten week period. Each semester.
- SPE 492 ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION (3)**
The understanding of nondiscriminatory evaluation in identification and eligibility of individuals with disabilities. Formal and informal assessment procedures and techniques for monitoring student progress in classroom and school settings. Each semester.
- SPE 493 STUDENT TEACHING (SPECIAL EDUCATION) (7)**
Field experience in a selected special education classroom of a local middle or secondary school under the guidance and supervision of an experienced teacher and university supervisor. Full-time student teaching in the fall or spring for 8 weeks. This course is a co-requisite with EDU 493. Each semester.

SPE 494 METHODS OF TEACHING STUDENTS WITH DISABILITIES (3)

The examination and implementation of research-based strategies and materials for teaching students with disabilities. A focus on academic and social aspects of learning will be addressed in a variety of classroom settings across the curriculum. Each semester.

SPM 320 PRINCIPLES OF SPORT MANAGEMENT (3)

The management of sport-related businesses will be examined by applying key concepts of management to sporting events and programs. Topics may include: strategic planning; facility and event planning; organizing and delegation; the financing and economics of sport; managing change; behavior in organizations; and quality control. The course may be taught from a case perspective and will cover a broad base of businesses involved in sports. Prerequisite or concurrent enrollment: MGT 204 or ATH/PED 357. Each semester.

SPM 354 SPORT AND THE MEDIA (3)

This course examines the world of mediated professional, collegiate, and amateur sport. Students will investigate the commercial origins of mediated sport and consider the likely future of the business of sport media and its influence on the sports business. Fall, annually.

SPM 376 SPORT FACILITIES AND EVENT MANAGEMENT (W) (3)

A course covering the theoretical foundations and practical applications for understanding the management of facilities and sporting events. Typical topics include: key strategies for managing event logistics; critical planning techniques; and a review of negotiations and contracts with sponsors, suppliers, and insurance companies. Prerequisites: FIN 320, MGT 376, and SPM 320. Spring, annually.

SPM 380-389 TOPICS IN SPORT MANAGEMENT (3)

As needed.

SPM 470 INTERNSHIP IN SPORT MANAGEMENT (3-8)

Internship in sport management will focus on experiences that enable the student to synthesize and apply knowledge from the core and specialized courses. It is suggested that the internship be taken with BUS 450 as the capstone experience for the program. Prerequisites: ECO 320 and SPM 376. As needed.

SSC 280-289 TOPICS IN SOCIAL SCIENCE (1-4)

As needed.

STA 380 STUDY ABROAD (3)

This course includes both on-campus study and travel abroad. Students will experience cultural, social, economic and political aspects of life in a foreign country. Fulfills cross-cultural general education requirement. A fee is charged for this course. Prerequisite: Instructor consent. As needed.

THE 100 INTRODUCTION TO THEATRE (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 theatre minors. Each semester.

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. Fall, annually.

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. Spring, annually.

THE 215 THEATRE PRACTICUM (0-1)

The student will participate in the semester's theatre production, receiving instruction within that framework and in regular meetings with the instructor. Additional work will be required, assigned according to the student's duties in the production. Does not fulfill the general education aesthetic expression requirement. Prerequisite: Instructor consent. 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 theatre productions. Alternate years, Fall, even years.

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 theatre productions. Alternate years, Spring, odd years.

THE 250 DRAMATIC LITERATURE (3)

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

THE 280-289 TOPICS IN THEATRE (3)

This course introduces topics or areas in theatre that are not generally included in the regular curriculum. As needed.

THE 313 ACTING WORKSHOP (1)

This course continues the student actor's work on the craft of acting. Each semester will focus on a single topic in acting technique. Potential subjects include auditioning, classical works, acting styles, improvisation, training techniques or other topics. This course may be repeated. No more than three credit hours may be applied as elective hours for a theatre major. Prerequisite: THE 212. As needed.

THE 319 ADVANCED PLAY PRODUCTION (3)

This course will continue the development of skills in specific areas of technical theatre production. Students will learn advanced methods of executing set, lighting, prop, costume, and/or makeup design for theatrical production. Prerequisite: THE 219 and 221. 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. Course will culminate in the student's direction of a short one-act play. THE 320 and 420 will be run concurrently. Prerequisite: THE 111. Spring, even years.

THE 330 MOVEMENT (3)

This course focuses on the physical skills needed for performance. Students will learn skills in mask work, tumbling, mime, juggling and basic stage combat, both hand-to-hand and armed. This course will also introduce students to the basics of combat choreography. Through work on specific skills, students will explore how the actor uses his or her body to communicate with the audience. THE 330 and 430 will be run concurrently. Prerequisite: THE 111 or instructor consent. As needed.

THE 340 STAGE SPEECH (3)

This course focuses on the vocal skills needed for performance. Each student will explore his or her own voice, its connection to emotion, how it is used for communication and how the voice is used on stage for speaking performance. The International Phonetic Alphabet will be introduced. This course will also cover basic dialect work. Through work on specific skills, students will explore how the actor uses his or her voice to communicate with the audience. THE 340 and 440 will be run concurrently. Prerequisite: THE 111 or instructor consent. As needed.

THE 350 THEATRE HISTORY I (W) (3)

A study of the history of theatre 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. Fall, odd years.

THE 351 THEATRE HISTORY II (W) (3)

A study of the history of theatre 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. Spring, even years.

THE 360 DESIGN FOR THEATRE (3)

This course will focus on the process of design development for the theatre. Topics include script analysis, research methods, design development, model creation, drafting, computer aided drafting, and renderings. Prerequisite: THE 219 and THE 221. As needed.

THE 380-389 TOPICS IN THEATRE (3)

This course introduces topics or areas in theatre that are not generally included in the regular curriculum. As needed.

THE 390 JUNIOR PROJECT IN THEATRE (2-4)

For this course individual students will conduct a major theatre 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: Instructor consent and academic advisor. As needed.

THE 420 ADVANCED DIRECTING (3)

This course continues the study of directing. Topics include script selection and analysis, auditions, casting, production coordination, scheduling, publicity, budgeting, rehearsing with actors and working with designers. Students will produce and direct a full-length production or a large cast one-act. THE 320 and 420 will be run concurrently. Prerequisite: THE 320. Spring, even years.

THE 430 ADVANCED MOVEMENT (3)

This course focuses on the physical skills needed for performance. Students will refine their skills in mask work, tumbling, mime, juggling and stage combat, both hand-to-hand and armed. Students will continue to develop their understanding of combat choreography. Through work on specific skills, students will continue to explore how the actor uses his or her body to communicate with the audience. THE 330 and 430 will be run concurrently. Prerequisite: THE 330. As needed.

THE 440 ADVANCED STAGE SPEECH (3)

This course focuses on the vocal skills needed for performance. Each student will continue to explore his or her own voice, its connection to emotion, how it is used for communication and how the voice is used on stage for speaking performance. Study of the International Phonetic Alphabet will continue. This course will also cover additional aspects of dialect work such as collection of primary sources, transcription and analysis of source material for use. Through work on specific skills, students will continue to explore how the actor uses his or her voice to communicate with the audience. THE 340 and 440 will be run concurrently. Prerequisite: THE 340. As needed.

THE 470 INTERNSHIP IN THEATRE (3-8)**THE 480 INDEPENDENT STUDY IN THEATRE (1-4)**

Prerequisite: Instructor consent and academic advisor. As needed.

THE 490 SENIOR PROJECT IN THEATRE (3-4)

For this course individual students will conduct a major theatre 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: Instructor consent and academic advisor. As needed.

UNI 101 UNIVERSITY 101 (1)

Serves to ease the transition to McKendree University while stressing critical thinking skills in the context of personal and civic responsibility. Centered on the following Core Commitments put forth by the Association of American Colleges and Universities: Striving for excellence; cultivating personal and academic integrity; contributing to a larger community; taking seriously the perspective of others; and developing competence in ethical and moral reasoning. This course may only be repeated once in the semester immediately following the semester in which the student first enrolls in McKendree University. In addition, a student may only repeat the course if at least a "D" is not earned upon the first attempt. Each Semester.

UNI 105 ORIENTATION TO MCKENDREE ONLINE (0)

This course is required of all students entering an online program. Students will be introduced to McKendree University resources and provide assistance in establishing various accounts. Blackboard, WebAdvisor, Webmail, and library services will be introduced. Each orientation will also provide information specific to the student's major. As needed.

UNI 201 CAREER DECISION MAKING (2)

This is a discussion-based course that focuses on examining one's life purpose by exploring the world of work. Special attention is placed on understanding how personal values, beliefs, and interests relate to career decision making. Fall, annually.

UNI 202 CAREERS, THE JOB SEARCH, AND BEYOND (1)

This course is designed to offer junior and senior level undergraduate students the opportunity to explore various aspects of the working world and their role as actors in the professional arena. This course, restricted to the above class levels, takes students from a glimpse into self-assessment to discovery of career choice, the job search, life in the workplace, financial planning, and the path for continued career development so that students are well prepared to enter into the professional world. Fall, annually.

UNI 208-209 SPECIAL TOPICS (1)

This course will cover topics not in the regular curriculum. As needed.



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M.A. Naval Postgraduate School

Melissa Ringhausen, M.S.

Associate Director of Athletics
B.S., Ottawa University
M.S., University of Kansas, Lawrence

Angela Red, M.S.

Assistant Director of Athletics for
Compliance Officer
Senior Woman Administrator
B.S., University of Missouri, St. Louis
M.S., Southern Illinois University at Edwardsville

Scott Cummings, B.S.

Sports Information Director
B.S., Union College

Eric Buck, B.A.

Assistant Sports Information Director
B.A., Western Illinois University

Lance Ringhausen, M.A.

Head Athletic Trainer
B.S., Cedarville University
M.A., McKendree University

Brad Oster, M.A.

Equipment Manager
B.A., McKendree College
M.A.Ed., McKendree University

Ann Heimann, B.S.

Business Manager
B.S., Eastern Illinois University

Current Emeriti Administrators and Faculty

David Ahola, Ph.D.

Professor Emeritus of Political Science 2003

Ted Anderson, Ph.D.

Professor Emeritus of Biology 2004

Ronald J. Black, Ph.D.

James M. Hamill Professor Emeritus
of English 2004

Murella A. Bosse, Ph.D.

Professor Emerita of Psychology 2012

Mary Frances Daylor, R.N.

Nurse and Health Educator Emerita 2011

James R. Drake, M.F.A.

Professor Emeritus of Art 2011

Martha M. Eggers, M.Ed.

Assistant Professor Emerita of Education 2012

Patrick A. Folk, Ph.D.

Professor Emeritus of History 2015

William A. Haskins, Ph.D.

Professor Emeritus of
Speech Communication 2012

Lyn J. Huxford, Ph.D.

Professor Emerita of Sociology 2014

K. Jean Kirts, Ph.D.

Professor Emerita of Physical Education 2007

Philip W. Neale, Ph.D.

Professor Emeritus of Philosophy 2006

Thomas A. Pawlow, M.S.

Associate Dean Emeritus 2015

Michèle Stacey-Doyle, Ph.D.

Professor Emerita of English 2013

Jane V. Weingartner, M.A.

Director of Gift Planning 2004

Faculty *(Year of hiring in parentheses)*

Eric Abrams, Ph.D. (2006)

Associate Professor of Economics
B.S., Carnegie Mellon University
Ph.D., University of Iowa

Janice Albers, M.S.N., R.N., CLC (2014)

Instructor of Nursing
B.S.N., Southern Illinois University at Edwardsville
M.S.N., McKendree University

J. Alan Alewine, Ph.D. (2002)

Professor of Mathematics
Associate Dean for Curriculum
B.S., Furman University
M.S., Ph. D., Vanderbilt University

Melissa Barfield, Ph.D. (2006)

Associate Professor of Sociology
B.A., Truman State University
M.S., Ph.D., Mississippi State University

Pamela Barnes, Ed.D. (2015)

Assistant Professor Education
B.S., University of Missouri – Columbia
M.Ed., University of Missouri – Columbia
Ed.S., Southeast Missouri State University
Ed.D., University of Missouri – Columbia

Roxanne Beard, Ph.D. (2015)

Associate Professor of Management
Director, Master of Business
Administration Program
B.S., Bowling Green State University
M.B.A., University of Findlay
Ph.D., Capella University

Joe Blasdel, M.A. (2005)

Instructor of Political Science
Debate and Individual Events Coach
B.A., McKendree College
M.A., Syracuse University

Sara S. Bolten, M.S., R.N., CNE (1997)

Instructor of Nursing
B.S.N., Harding University
M.S.N., University of Cincinnati

Rick Bonsall, D.Mgt. (2008)

Associate Professor of Management
A.A.S., Community College of the Air Force
B.S., Southern Illinois University at Carbondale
M.S., Troy State University
M.A., D.Mgt., Webster University

Brenda Boudreau, Ph.D. (1998)

Professor of English
B.S., Framingham University
M.A., Ph.D., West Virginia University

Guy Boysen, Ph.D. (2012)

Associate Professor of Psychology
B.A., St. John's University
M.S., Ph.D., Iowa State University

Jeffry Brasel, M.B.A. (2012)

Instructor of Accounting and Finance
B.S., McKendree University
M.B.A., Southern Illinois University at Edwardsville

Aurélié Capron, Ph.D. (2010)

Associate Professor of Spanish
B.S., M.A., University of Hawaii
Ph.D., University of California-Santa Cruz

Scott M. Colby, M.A. (2010)

Instructor of Physical Education
B.A., Central Washington University
M.A., Seattle Pacific University

Ann V. Collins, Ph.D. (2007)

Associate Professor of Political Science
B.A., Texas State University at San Marcos
M.A., Louisiana State University
M.A., Ph.D., Washington University

James H. Cook, Jr., Ph.D. (2006)

Associate Professor of Counseling
Director of Master of Arts
in Professional Counseling
B.A., M.A., Marshall University
Ph.D., Southern Illinois University at Carbondale

Darren Cross, M.B.A. (2013)

Assistant Professor of Management
B.S.B., University of Phoenix
M.B.A., Fontbonne University

Nichole B. DeWall, Ph.D. (2008)

Associate Professor of English
B.A., St. Olaf College
M.A., University of Nebraska
Ph.D., Northeastern University

Darryn Diuguid, Ph.D. (2008)

Associate Professor of Education
B.A., Western Kentucky University
B.S., M.A., Eastern Kentucky University
Ph.D., Saint Louis University

Brenda Bennett Doll, Ph.D. (2009)

Associate Professor of Education
B.S., Illinois State University
M.A., College of William and Mary
Ph.D., Saint Louis University

Christopher Dulaney, D.B.A. (2016)

Assistant Professor of Computing
B.S., M.B.A., McKendree University
D.B.A., Capella University

Sameer Dutta, Ph.D. (2014)

Assistant Professor of Computing
B.Com., Dehli University
M.S., M.B.A., Ph.D., Drexel University

Heather Dye, Ph.D. (2007)

Associate 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

Tami J. Eggleston, Ph.D. (1996)

Professor of Psychology
Associate Dean for Institutional Effectiveness
B.S., Morningside College
M.S., Ph.D., Iowa State University

Elisabeth A. Erickson, Ph.D. (2014)

Assistant Professor of Sport Management
B.A., Wartburg College
M.S., University of Massachusetts – Amherst
Ph.D., University of Iowa

Allison J. Fahsl, Ph.D. (2014)

Professor of Education
Chair, School of Education
B.S., M.Ed., University of Missouri – St. Louis
Ph.D., Oklahoma State University

James D. Feher, Ph.D. (2001)

Professor of Computing
Chair, Division of Computing
B.S., University of Illinois
M.S., Ph.D., University of Missouri at Rolla

George J. Fero, Ed.D. (2001)

Professor of Education
B.M., Youngstown State University
M.A., Ohio State University
Ed.D., Northern Arizona University

Brian K. Frederking, Ph.D. (1998)

Professor of Political Science
Director, Honors Program
B.A., McKendree College
M.A., Ph.D., Syracuse University

Jennifer A. Funk, M.L.I.S. (2011)

Public Services Librarian
Instructor
B.A., Southern Illinois University at Edwardsville
M.L.I.S., San Jose State University

Katy Gayford, M.S., ATC, LAT (2007)

Instructor of Athletic Training
B.S., Western Illinois University
M.S., Indiana State University

Betsy Gordon, Ph.D. (1990)

Professor of Speech 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
Distinguished Service Professor
B.A., M.A., Ph.D., Indiana University

Jennifer Guillén, Ph.D. (2016)

Assistant Professor of Sociology
B.A., University of Illinois
M.S., Ph.D., Texas A&M University

Stephen P. Hagan, Ph.D. (2011)

Assistant Professor of Sociology
B.A., M.A., Ph.D., Southern Illinois University
at Carbondale

McKendree University 2016/2017 Undergraduate Catalog

Irwin Halfond, Ph.D. (1988)

Professor of History
B.A., New York University
M.A., Ph.D., Temple University

Dawn Michele Hankins, Ph.D., ATC, LAT (1997)

Professor of Athletic Training
Chair, Division of Health Professions
B.A., Coe College
M.S., Southern Illinois University at Carbondale
Ph.D., Saint Louis University

Darrel Hardt, Ed.D. (2010)

Assistant Professor of Educational Leadership
Director of Ed.S. and Ed.D. Programs
B.S., Illinois State University
M.S., Ed.S., Southern Illinois University
at Edwardsville
Ed.D., Saint Louis University

Laura K. Harrawood, Ph.D., LCPC, LMFT, NCC (2011)

Associate Professor of Counseling
B.A., M.S., Ph.D., Southern Illinois
University at Carbondale

Joshua Haynes, Ph.D. (2015)

Assistant Professor of History
B.A., Tulane University
M.A., University of Mississippi
Ph.D., University of Georgia

Halimin Herjanto, Ph.D. (2014)

Assistant Professor of Marketing
B.Bus., Manukau Institute of Technology,
New Zealand
M.P.B.S., M.Bus., Ph.D., Auckland
University of Technology

Bethany Hill-Anderson, Ph.D. (2008)

Associate Professor of Education
B.A., Ohio Wesleyan University
M.A., University of South Florida
Ph.D., Saint Louis University

Jennifer Hope, Ph.D. (2012)

Assistant Professor of Education
Director of Teacher Education
B.S., Lenoir-Rhyne College
M.A., Maryville University
Ph.D., University of Missouri – St. Louis

Deborah Houk, M.L.S. (1996)

Technical Services and
Government Documents Librarian
Assistant Professor
A.A., Belleville Area College
B.A., McKendree College
M.L.S., University of Missouri – Columbia

Benjamin C. Jellen, Ph.D. (2010)

Assistant Professor of Biology
B.S., M.S., University of Illinois
Ph.D., Saint Louis University

Terese Kasson, M.S.B.A., C.P.A. (2004)

Instructor of Accounting
Faculty Athletic Representative
B.S., University of Notre Dame
M.S.B.A., Washington University

J. L. Kemp, Psy.D. (2000)

Professor of Psychology
A.A., Belleville Area College
B.A., McKendree College
Psy.D., Indiana State University

Yun-Hee Kim, Ph.D. (2014)

Assistant Professor of Marketing
B.S., Western Kentucky University
M.S., University of North Carolina at Greensboro
Ph.D., University of Tennessee at Knoxville

Angela LaMora, Ph.D. (2014)

Assistant Professor of Biology
B.S., Lindenwood University
Ph.D., St. Louis University School of Medicine

Shelly Lemons, Ph.D. (2010)

Associate Professor of History
Director of Gender Studies
B.A., Missouri Southern State College
M.A., Missouri State University
Ph.D., Oklahoma State University

Amy MacLennan, M.F.A. (2011)

Assistant Professor of Art
B.F.A., M.F.A., Indiana State University

Michelle Magnussen, M.F.A. (2006)

Associate Professor of Theatre
B.A., Carthage College
M.F.A., University of Louisville

Pamela Manning, Ph.D., (2013)

Assistant Professor of Education
B.S., Middle Tennessee State University
M.S., Hampton University
Ph.D., St. Louis University

Paula Martin, M.A. (2007)

Information Technologies and
Research Services Librarian
Assistant Professor
B.A., Northeast Missouri State University
M.A., University of Missouri – Columbia

Theodore B. Massey, M.Ed., M.S. (2014)

Instructor of Computing
A.S., West Coast University
B.S., University of North Carolina at Greensboro
M.Ed., Northern Arizona University
M.S., Florida Institute of Technology

Martha McDonald, Ph.D., R.N., C.C.N.S., CNE (1993)

Associate Professor of Nursing,
Coordinator of Nursing Programs, So. IL.
A.A.S., Kaskaskia College
B.S.N., M.S.N., University of Evansville
Ph.D., Indiana University

Gerald McDonnell, M.A. (2016)

Instructor of Psychology
B.S., Xavier University
M.A., University of Nebraska – Lincoln

Jennifer Moder, IPh.D. (2013)

Assistant Professor of Music Education
B.M.Ed., University of Illinois
at Urbana-Champaign
M.M.Ed., Illinois State University
IPh.D., University of Missouri – Kansas City

Mostafa G. Mostafa, Ph.D. (2009)

Associate Professor of Computing
B.S., Cairo University
M.S., University of Louisville
Ph.D., University of Louisville

Jenny Mueller, Ph.D. (2002)

Associate Professor of English
B.A., M.A., University of Chicago
M.F.A., University of Iowa
Ph.D., University of Utah

Richard E. Murphy, Ph.D. (2015)

Assistant Professor of Public Relations/
Speech Communication
B.S., University of Illinois at Springfield
M.S., Illinois State University
Ph.D., University of Nebraska – Lincoln

Duane Olson, Ph.D. (2000)

Professor of Religious Studies
B.A., Trinity College
M.Div., Princeton Theological Seminary
Ph.D., University of Iowa

Karan L. Onstott, Rh.D. (2006)

Associate Professor of
Health Promotion/Wellness
B.S., M.S., Southern Illinois University
at Edwardsville
Rh.D., Southern Illinois University at Carbondale

Karee M. Orellana, Ed.D. (2011)

Assistant Professor of Special Education
B.S., Auburn University
M.Ed., Middle Tennessee State University
Ed.D., Tennessee State University

Feza Ozturk, Ph.D. (1988)

Professor of Chemistry
B.S., M.S., Ege University, Izmir, Turkey
Ph.D., University of Florida

Martha Patterson, Ph.D. (2004)

Professor of English
B.A., Carleton College
M.A., Ph.D., University of Iowa

Amy Piontek, M.S.N. (2015)

Instructor of Nursing
B.S.N., Saint Louis University
M.S.N., McKendree University

Kian L. Pokorny, Ph.D. (2002)

Professor of Computing
Chair, Division of Computing
B.S., M.S., Central Missouri State University
Ph.D., Louisiana Tech University

Stephanie Quinn, Ph.D. (2013)

Assistant Professor of English
Director, Writing Center
B.A., University of Toledo
M.Ed., Ed.S., Ph.D., Bowling Green State University

Neil Quisenberry, Ph.D. (2003)

Professor of Sociology
Chair, Division of Social Sciences
B.A., Western Kentucky University
M.A., University of South Florida
Ph.D., University of Kentucky

Myron C. Reese, Ph.D. (1968)

Professor of Chemistry
Distinguished Service Professor
B.S., California State University at Long Beach
Ph.D., University of Notre Dame

**Richelle A. Rennegarbe, Ph.D.,
R.N., CENP (2009)**

Professor of Nursing
Chair, Division of Nursing
Director of MSN Program
A.D.N., Kaskaskia College
B.S.N., McKendree University
M.S.N., Southern Illinois University at Edwardsville
Ph.D., Southern Illinois University at Carbondale

Timothy J. Richards, Ph.D. (1997)

Associate Professor of Education
B.A., St. Mary's University of Texas
M.Ed., University of Illinois
M.S., Southern Illinois University at Edwardsville
Ph.D., Southern Illinois University at Carbondale

Deanne Riess, Ph.D. (2002)

Associate Professor of Health
Promotion/Wellness and Physical Education
B.S., Eastern Illinois University
M.S., Ph.D., Indiana State University

Dennis Ryan, Ph.D. (1991)

Professor of Mathematics
B.S., M.S., Ph.D., University of Illinois at Chicago

M. Faisal Safa, Ph.D. (2013)

Assistant Professor of Finance
B.Comm., M.Comm., University of Dhaka
M.B.A., Dalhousie University
M.S., Georgia State University
Ph.D., University of New Orleans

Jean Sampson, D.Mgt. (2005)

Associate Professor of Management
and Marketing
B.B.A., McKendree College
M.A., D.Mgt., Webster University

Joy Santee, Ph.D. (2012)

Associate Professor of English
 Coordinator of Writing Across the Curriculum
 B.S., Northwestern College
 M.A., Ph.D., Purdue University

Rebecca Schreiner, M.L.S. (2010)

Director of Holman Library
 Assistant Professor
 B.A., Roosevelt University
 M.A., University of Illinois
 M.L.S., Dominican University

Michele Schutzenhofer, Ph.D. (2007)

Associate Professor of Biology
 Chair, Division of Science and Mathematics
 B.S., McKendree College
 Ph.D., Saint Louis University

Helene P. Seibert, PhD., M.S.N., R.N. (2011)

Assistant Professor of Nursing
 B.A., Southern Illinois University at Carbondale
 B.S.N., M.S.N., Southern Illinois University
 at Edwardsville
 Ph.D., University of Missouri – St. Louis

Gabriel Shapiro, M.A. (2002)

Assistant Professor of Journalism and English
 Faculty Advisor, McKendree Review
 B.A., State University of New York at Binghamton
 M.A., University of Missouri Columbia

Peter Sigiois, Ph.D. (2015)

Associate Professor of Business Administration
 B.B.A., M.B.A., Loyola University
 J.D., John Marshall Law School
 D.B.A., Argosy University

Harry M. Statham, M.S. (1966)

Assistant Professor of Physical Education
 Distinguished Service Professor
 Men's Basketball Coach
 B.A., McKendree College
 M.S., University of Illinois

Kelly Stewart, Ed.D. (2015)

Assistant Professor of Education
 A.A., Rend Lake College
 B.S., M.S., Ph.D., Southern Illinois University
 at Carbondale

Julie Tonsing-Meyer, Ed.D. (2012)

Associate Professor of Education
 B.S.Ed., University of Missouri – St. Louis
 M.A., Maryville University
 Ed.D., Northcentral University

Adam Tournier, Ph.D. (2010)

Associate Professor of Physics
 University 101 Co-coordinator
 B.A., M.S., University of Missouri at St. Louis
 Ph.D., University of Missouri Rolla

Donna M. Ulrich, M.B.A. (2014)

Instructor of Human Resource Management
 B.A., Indiana University
 M.B.A., Bellarmine University

Robb Douglas Van Putte, Ph.D. (1999)

Professor of Biology
 Occupant: The Harvey C. and
 Winifred Ann Pitt Professorship
 of Biology B.A., Wittenberg University
 B.A., Wittenberg University
 Ph.D., Texas A&M University

Robert L. Von Kanel, M.S.N., R.N. (2008)

Instructor of Nursing
 B.S.N., Spalding University
 M.S.N., Bellarmine University

John Watters, Ph.D. (2008)

Associate Professor of Economics
 Chair, School of Business
 B.A., Central Methodist College
 M.A., Ph. D., University of Missouri – Columbia

Jennifer H. Webster, Ph.D. (2015)

Assistant Professor of Criminal Justice
 Director of M.A. in Criminal Justice Program
 B.A., East Tennessee State University
 M.S., Ph.D., University of Cincinnati

Kelli Whittington, Ph.D., R.N. (2010)

Assistant Professor of Nursing
 B.S.N., Middle Tennessee State University
 M.S.N., Southern Illinois University at Edwardsville
 Ph.D., Southern Illinois University at Carbondale

Janet Wicker, Ph.D. (2004)

Associate Professor of Education
 B.A., Concordia University
 M.S.Ed., Ph.D., Southern Illinois University
 at Carbondale

Janice M. Wiegmann, Ph.D., R.N. (1982)

Professor of Nursing
 Distinguished Service Professor
 B.S.N., St. Xavier College
 M.S.N., Ph.D., Saint Louis University

Nancy S. Ypma, D.Mus. (1988)

Professor of Music
 University Organist
 Chair, Division of Visual and Performing Arts
 B.A., University of California at Los Angeles
 M.Mus., D. Mus., Northwestern University

Kevin Zanelotti, Ph.D., (2006)

Associate Professor of Philosophy
 Chair, Division of Humanities
 B.A., Goucher College
 M.A., Ph.D., University of Kentucky

Endowed Scholarships and Loan Funds

McKendree University is grateful to the many alumni, parents and friends of the university 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.

Lucille Schmidt Barton Scholarship

Given to students majoring in theatre or to students with an interest in theatre and the performing arts.

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 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.

Pamela J. Chambers Memorial Scholarship

Given to a student from Washington County, IL, who exhibits financial need.

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 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 men's basketball or baseball.

Peggy Jackson Cruse Scholarship

Given to a student athlete participating in 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.

Karl D. Dexheimer Family Scholarship

Given to a student athlete participating on the hockey team.

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.

Toni K. Edwards Memorial Scholarship

Given to a student who is pursuing the study of medicine.

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.

Endowed Scholarships and Loan Funds

Hodapp Scholarship Fund

Given to students pursuing a degree in religion.

William and Margaret Hodge Scholarship

Given to a student pursuing a degree in art.

Robert and Bernice Hogan Scholarship

Given to a student pursuing a degree in a business-related discipline.

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.

Orval Kimmle Memorial Scholarship

Given to a student graduating from Wesclin High School or Clinton County Illinois or a surrounding county school who is majoring in education.

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.

William C. Krueger Scholarship

Given to a student whose parent or parents work in public or civil service for a local, county or state government, or the United States federal government. Preference shall be given to a student attending McKendree within one year of graduation from either high school or transferring from another college.

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.

Chuck Leemon Scholarship

Given to a student pursuing a degree in a business-related discipline.

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.

Edwin F. and Vivian V. Meyer Scholarship

Given to a student pursuing a degree in science or mathematics.

Ralph W. Miller Family/Gloria J. Miller Endowed Scholarship

Given to a student who exhibits financial need with preference given to students participating in the music department.

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.

Nashville Grace United Methodist Church Scholarship

Given to a student who is a member of Grace United Methodist Church of Nashville, Illinois.

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.

Ogilvy-Angus Scholarship

Given to a student who exhibits financial need with preference given to those with talent in music.

Michael and Dorothy Ogilvy Scholarship

Given to students who are Illinois residents with first preference given to students who participate in the music program and second preference to students from Marissa, Sparta, Coulterville and other nearby communities.

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.

Roland P. Rice 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 GPAs as juniors.

Spencer Science Scholarship

Given to an upper classman who exhibits special scientific abilities.

Robert E. Stadge Music Scholarship

Given to a student pursuing a degree in a music-related discipline.

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.

Endowed Scholarships and Loan Funds

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 Clionian Literary Society.

Throgmorton Endowment Fund

Given to a student who exhibits financial need.

Jack and Jerry Travelstead Endowed Scholarship

Given to a student who exhibits financial need.

Thelma Tschudy and Clarence Tschudy Scholarship

Given to students from Aviston or Clinton County (IL) who possess a good academic record. Secondary preference shall be given to non-traditional students and students with children.

Guy and Maxine Tucker Memorial Scholarship

Given to a student at McKendree pursuing a degree in mathematics, business administration or education.

William C. Turner Scholarship

Given to a junior or senior student at McKendree pursuing a degree in business.

Vesely Memorial Scholarship

Given to a student athlete participating in men's basketball who exhibits high moral character, academic achievement, and promise for a bright future.

Fay L. Waggoner Scholarship

Given to a student pursuing a degree in Christian ministry.

Kenneth William and Mary Sue Walters Endowed Scholarship

Given to a student pursuing a degree in nursing.

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 mathematics.

Roger L. Zeller Scholarship

Given to a student athlete participating in men's basketball who exhibits excellence on the court and in the classroom. Preference given to ROTC members.

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